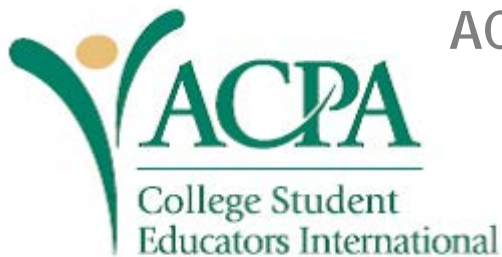# Innovative Approaches to Promoting Sustainable Communities in Student Affairs

Dr. Kaye Holman, Colorado State University

Dr. James Tweedy, University of Delaware
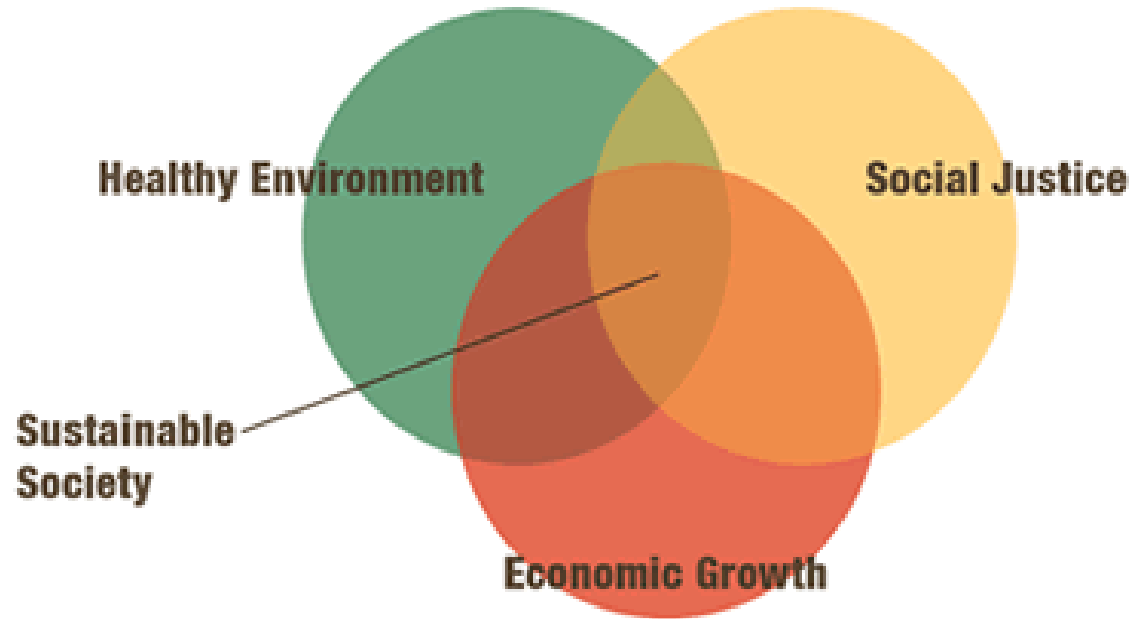
ACPA Sustainability Advisory Committee

**ACPA**
College Student
Educators International

# Promising Practices Session

## Learning Objectives

▶ Define sustainability and the Triple Bottom Line

▶ Identify case studies of student affairs sustainable practices

▶ Connect sustainability practices to ACPA/NASPA Joint Task Force on Professional Competencies & Standards

  ▶ Assessment, Evaluation, and Research (AER)

  ▶ Student Learning and Development (SLD)

▶ Model sustainability dialogues in student affairs units to strengthen focus and commitment to SLD in sustainability

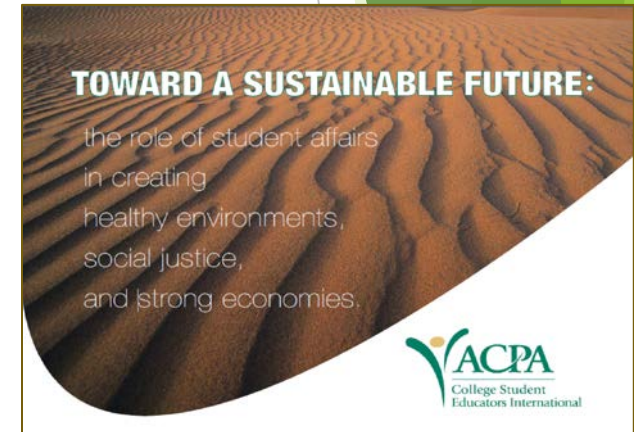# *Brundtland Report* (1987)
# Triple Bottom Line

# ACPA Sustainability Advisory Committee

▶ **Presidential Taskforce on Sustainability (2006-2008)**

▶ **Purpose**

  ▶ address the association's interests and efforts to advance the international sustainable future's agenda

  ▶ institutionalize sustainability in "permanent structures" of the association

▶ **Teams**

  ▶ Member Education

  ▶ Organizational Infusion

  ▶ Sustainability Institute

  ▶ Convention Sustainability

# ACPA's 2008 Monograph: *Toward a Sustainable Future*

## Sustainability Student Outcomes
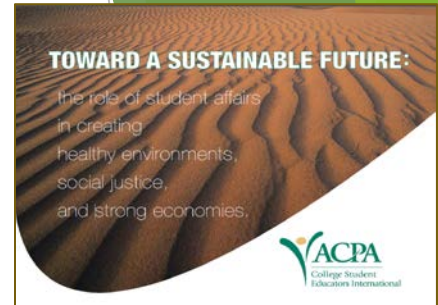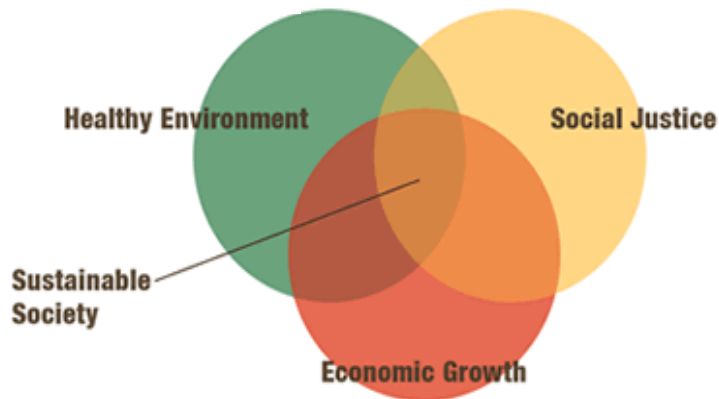
▶ Define sustainability

▶ Relate sustainability to life and values

▶ Change actions and consumerism

▶ Explain environmental, economic, and social interrelationships

▶ Learn change agent skills

▶ Apply sustainability in community

▶ Demonstrate personal, professional, and social commitments



TOWARD A SUSTAINABLE FUTURE:
the role of student affairs in creating healthy environments, social justice, and strong economies.

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# Define Sustainability



Competencies

▶ Understand the definition of sustainability.

▶ Understand how concepts of sustainability are connected to issues of social justice, the environment, and the economy.

▶ Explore these concepts on local, national, and international levels.

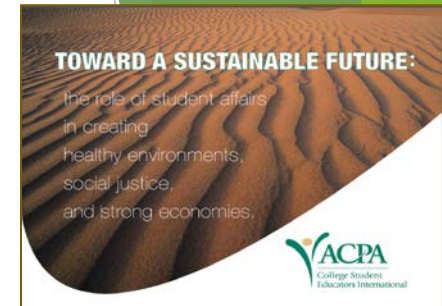# Define Sustainability

**Developmental Experiences**

**Case Studies**

▶ Residence hall programs

▶ FYE and orientation

▶ Campus speaker series

▶ Bulletin boards

▶ Service learning

▶ Co-curricular collaborations

▶ Town hall forums

▶ Domestic study, study- and service-abroad experiences

▶ Film series or festivals

▶ Media and social media

▶ Multicultural affairs/diversity programming
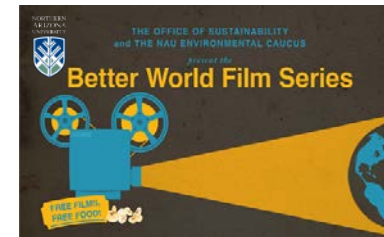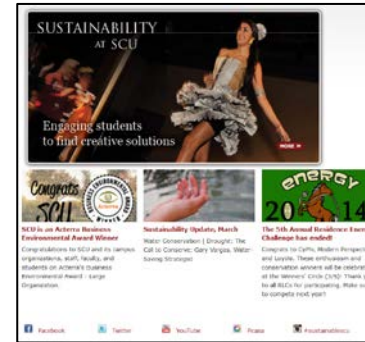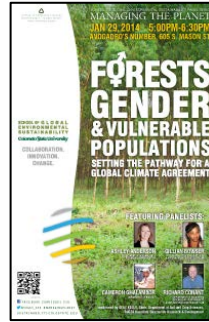
# Relate Sustainability to Life and Values

**Competencies**

▶ Self-reflect on values and habits.

▶ Identify personal values and understand these values within the context of a larger society.

▶ Understand how personal choices and habits can affect sustainability.

▶ Understand implications for economic growth and equity.

▶ Gain knowledge of the effects of individual level, community level, national level and international level choices on ecosystems and human suffering.

# Relate Sustainability to
# Life and Values – Case Study

**HOUSING & FOOD SERVICES**
UNIVERSITY *of* WASHINGTON
Division of Student Life

https://www.hfs.washington.edu/

Sustainability: It's in our nature.

## Our Commitment

HFS is committed to environmental stewardship in collaboration with our students to reduce our environmental impact through Awareness and Education, Energy and Atmosphere, Sustainable Dining, materials resource like Composting, Conservation and Recycling, Social Justice, building Sustainable Sites through our Housing Master Plan starting in West Campus, and through Water Efficiency. We are committed to continually working together to transform, grow and improve our sustainability efforts.

## Our Partnership

We have a long time partnership with Students Expressing Environmental Dedication (SEED), a residence hall student group, that helps raise awareness and promote environmentally-sound practices in the residence halls among residents, staff and the Administration. The students' energy, enthusiasm and commitment have had a huge impact especially by increasing the rate of composting and raising awareness about sustainability issues.

# Change Actions and Consumerism

Competencies

▶ Demonstrate an understanding of the power to choose responsibility to self and/or responsibility to society.

▶ Demonstrate an understanding of how your behavior affects others.

▶ Understand concepts of social development, including economic resources, food, education, energy, health care, water and sanitation.

▶ Learn how to maintain healthy ecosystems so humans and other species can continue to live on the planet.

▶ Understand concepts related to: lighting, water, energy, renewable energy, sustainable products, consumption, purchasing practices, recycling, transportation, design, fair trade, and social justice.

# Change Actions and Consumerism Case Study



IU Energy Challenge — It's time to go green

The purpose of the Energy Challenge is to instill conservation habits in participants. It rewards participants for making **small behavior changes** that, when performed collectively, can substantially decrease Indiana University's environmental impact.

https://www.hfs.washington.edu/

March 24 – April 21, 2014

# Change Actions and Consumerism Case Study


IU Energy Challenge — It's time to go green

**Sponsors**

https://www.hfs.washington.edu/

IU Office of Sustainability
Residential Programs and Services
Office of the Provost
Office of the Vice President for Capital Projects and Facilities
Physical Plant Utilities
Residence Halls Association
City of Bloomington Utilities
Duke Energy
Greeks Go Green
Building Services
Trane

# Explain Environmental, Economic and Social Interrelationships
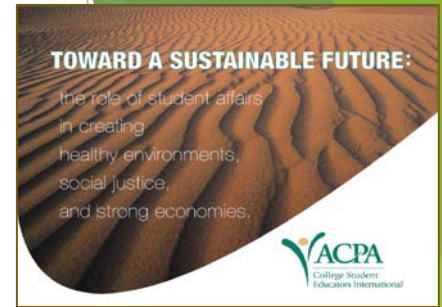


Competencies

▶ Demonstrate an awareness of the power of an individual in society.

▶ Gain knowledge of our interdependence with other humans and the life supporting ecosystems.

▶ Gain knowledge of types and extent of human suffering <u>and</u> how they relate to each other, the degradation of ecosystems and our choices as individuals and communities.

▶ Gain knowledge of systems theory and the interrelated effects of economic policy and cultural norms on sustainable consumption and healthy ecosystems.

▶ Understand power, cultural norms, the change process, and change agent strategies.

# Explain Environmental, Economic and Social Interrelationships
## Case Study

**Green NAU**                    **http://nau.edu/Green-NAU/**

Join us for this free documentary film series that will show our society's greatest challenges and celebrate the triumph of the human spirit as we strive to create a better world. Free refreshments and fruit will be served.
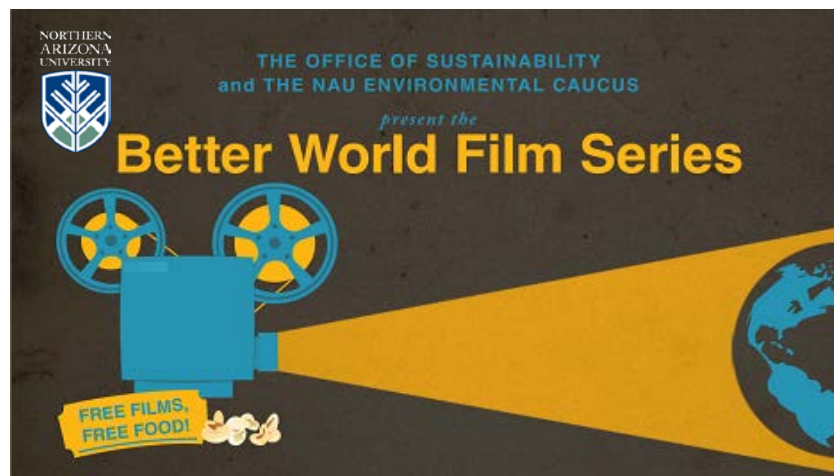
# Explain Environmental, Economic and Social Interrelationships
# Case Study

## 2014 Film Line-Up

Inequality for All
Shift the Climate
Streams of Consequence
Taking Earth's Temperature
Bidder 70
Chasing Ice
Growing Cities
Carbon Nation

http://nau.edu/Green-NAU/
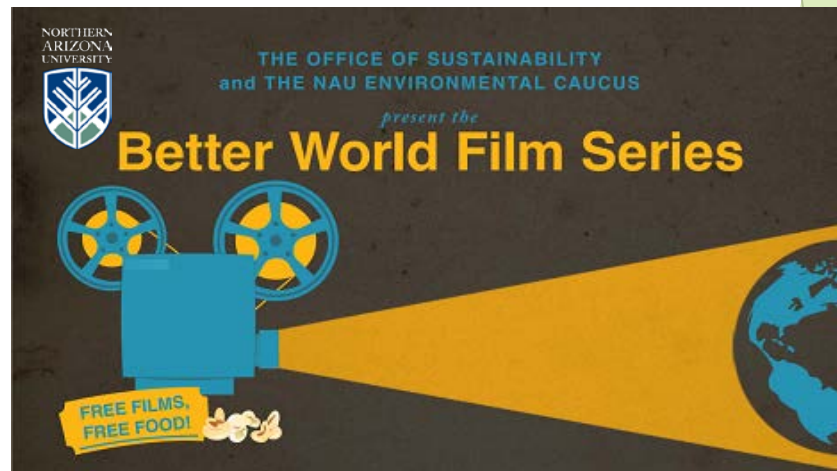
# Learn Change Agent Skills

Competencies

▶ Understands the change process.

▶ Assess the political and cultural climates pertinent to change.

▶ Generate support for change through strong communication skills, consensus building strategies, and with openness to the ideas and struggles of others.

▶ Articulate clear, strategic, and practical course for change.

▶ Knows how to challenge the status quo to achieve transformative change.

# Learn Change Agent Skills
## Case Study

http://www.scu.edu/sustainability/



*For more information contact:*
*Janice DeMonsi, Director of Recreation*
*jdemonsi@scu.edu*

# Learn Change Agent Skills
## Case Study

### Campus Recreation

▶ Created the challenge

▶ Calculated the emissions

▶ Created the surveys

▶ Advertised the challenge, purchased the prizes

### Center for Sustainability

▶ Assisted with surveying

▶ Helped determine pledge pounds/survey item

▶ Promoted the marketing challenge

### Campus Ministry

▶ Incorporated into October Mission Sustainable month

▶ Promoted carbon footprint calculator

### Residence Life

▶ Provide Energy Challenge incentives

▶ Recognized participants by Resident Life Community

# Learn Change Agent Skills
## Case Study

**Marketing and Social Media**

▶ Mural in Campus Recreation

▶ Campus Recreation Newsletter

▶ Campus Recreation Website
http://www.scu.edu/recreation/department/sustainability/hoofprint.cfm

▶ Facebook: hoofprintchallenge and sustainabilityatscu

▶ Instagram campaign:  #hoofprintchallenge
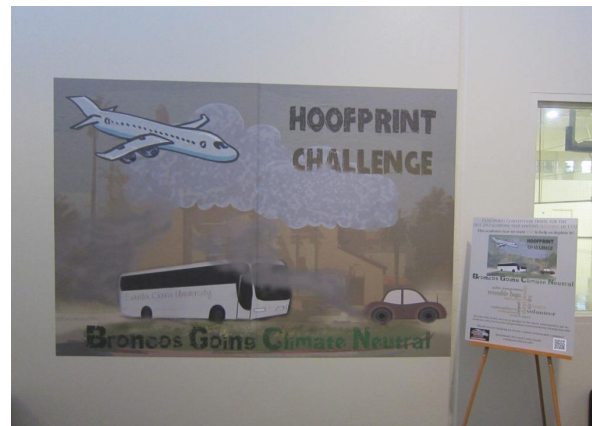
# Learn Change Agent Skills
# Case Study

http://www.scu.edu/sustainability/



*For more information contact:*
*Janice DeMonsi, Director of Recreation*
*jdemonsi@scu.edu*

# Apply Sustainability in Community



**Competencies**

► Demonstrate the ability to take action on issues.

► Apply effective change agent skills and implement them to achieve sustainable development.
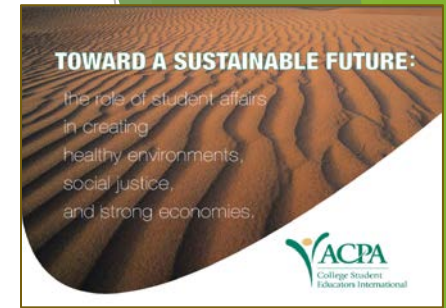
# Apply Sustainability in Community

## School of Global Environmental Sustainability

http://sustainability.colostate.edu/

# Apply Sustainability in Community



http://sustainability.colostate.edu/

# Apply Sustainability in Community

College of Business

MBA in Global Social and Sustainable Enterprise

http://biz.colostate.edu/gsse/

# Demonstrate Commitments Personally, Professionally, and Socially

**Competencies**

▶ Demonstrate an obligation to civic engagement.

▶ Work to ensure sustainable economies.

▶ Work to ensure a healthy and flourishing environment.

▶ Contribute to the creation and maintenance of inclusive communities on a local, national, and international level.

▶ Work to ensure cultural and social diversity and social justice.

▶ Work to ensure that the rights of workers are respected and that all members of society play a role in determining their futures.
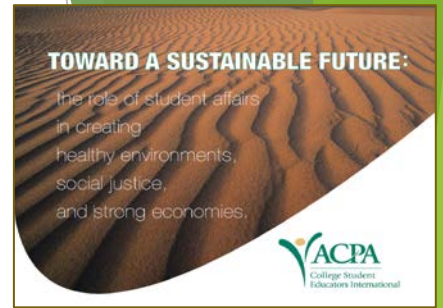
# Demonstrate Commitments
## Case Study

**Get Engaged in a Sustainable UD**

By offering the student body a mix of **educational and extracurricular activities**, the University of Delaware seeks to **create a community of leaders** with a **greater awareness** and **deeper understanding** of sustainability-related **issues and challenges**.

By building a more **engaged community**, the University of Delaware seeks to become a more **sustainable university.**

▶ engaging in research opportunities

▶ taking individual action

▶ enrolling in sustainability coursework

▶ attending sustainability-related events at the University

# Demonstrate Commitments
## Case Study

https://www.udel.edu/sustainability/

▶ **Institute for Global Studies - Lifting Up Lives in India's Slums: UD Students Put Hearts & Hands to Work**



▶ **Sustainable Communities – Fostering Healthy Growth of Coastal Economies**

# Reports from the Field of Student Affairs
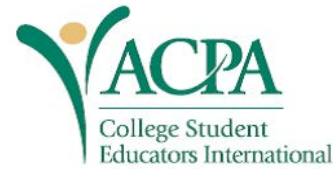
**Sustainability Student Outcomes**

What are your campus stories for meeting outcomes?

How are you overcoming obstacles or resistance to change?

- ▶ Define sustainability
- ▶ Relate sustainability to life and values
- ▶ Change actions and consumerism
- ▶ Explain environmental, economic, and social interrelationships
- ▶ Learn change agent skills
- ▶ Apply sustainability in community
- ▶ Demonstrate personal, professional, and social commitments

# Moving Toward an Even More Sustainable Futures

Professional Competency Areas for Student Affairs Practitioners: Rubrics for Professional Development

▶ Advising and Helping

▶ Assessment, Evaluation, and Research

▶ Equity, Diversity, and Inclusion

▶ Ethical Professional Practice

▶ History, Philosophy, and Values

▶ Human and Organizational Resources

▶ Law, Policy, and Governance

▶ Leadership

▶ Personal Foundation

▶ Student Learning and Development

**PROFESSIONAL COMPETENCY AREAS**
**FOR STUDENT AFFAIRS PRACTITIONERS**

Rubrics for
Professional Development

Adapted from the ACPA/NASPA
Competences in Student Affairs document

**ACPA**
College Student
Educators International

# Moving Toward an Even More Sustainable Futures

## Assessment, Evaluation, and Research (AER)

|  | Beginner | Intermediate | Advanced |
|---|---|---|---|
| **Define Terms and Concepts** | Has trouble differentiating among assessment, program review, evaluation, planning and research in methodologies and approach | Utilizes the appropriate assessment, program review, evaluation, planning and research methodology/approach in data collection and review. | Teaches others the differences between assessment, program review, evaluation, planning and research. |
| **Value** | May see value in AER, but has difficulty translating into action through active participation, use and practice. | Actively participates in AER activities and effectively uses AER in daily practice. | Creates the climate at the unit level that AER is central to the unit's work and encourages others to use AER in daily practice through training and allocation of resources. |
| **Define Purpose** | May need assistance with creating clearly defined AER questions, program or learning outcomes and/or strategic priorities. | Connects outcomes and/or priorities to unit priorities, program/learning outcomes, and goals. Understands how these items connect to overarching institutional goals and values and can explain research question and purpose to others. | Creates a larger framework across the institution to connect AER of unit priorities, program/learning outcomes, and goals to institutional goals and values. |

# Moving Toward an Even More Sustainable Futures

## Student Learning and Development (SLD)

| | Beginner | Intermediate | Advanced |
|---|---|---|---|
| **Theory Knowledge** | Identify and define types of theories (e.g., psychosocial, cognitive, etc.). Articulate theories and models that describe the development of college students. | Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence college student development. | Teaches others the differences between assessment, program review, evaluation, planning and research. |
| **Theory Critique** | Identify limitations in existing theories and models. Identify limitations in applying existing theories and models to different demographic groups . | Discuss the strengths and limitations of existing theories in depth. | Analyze and critique prevailing theories. |
| **Theory to Practice** | Articulate one's own developmental journey. Identify one's own informal theories of student development and learning. Explore how these "theories---in--- use" can be informed by formal theories to enhance work with students. | Use current research to design programs/courses and services to promote student learning and development. Apply theory---to---practice models to inform individual or unit practices. | Use theory to inform divisional and institutional policy and practice. Use theory to enhance the understanding of student affairs work among internal and external audiences. |

# Moving Toward an Even More Sustainable Futures

Professional Competency Areas for Student Affairs Practitioners: Rubrics for Professional Development

**Think of your campus stories of sustainability.**

What would it look like to apply professional competencies in your sustainability efforts?

Which competencies would you draw from?

How could the professional competencies be useful in overcoming obstacles or resistance to change?

**PROFESSIONAL COMPETENCY AREAS FOR STUDENT AFFAIRS PRACTITIONERS**

Rubrics for Professional Development

Adapted from the ACPA/NASPA Competences in Student Affairs document

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# ACPA
# Sustainability Advisory Committee

ACPA / Who We Are / Leadership

http://www.acpa.nche.edu/sustaincomm

**Earth Day Webinar!**

Student Affairs Stories of Sustainability:
Resources to Engage Students and Remove Silos

Thursday, April 17, 2014 at 1 pm EST

Register at http://tinyurl.com/EDWebinar

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University of Delaware

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