Innovative Approaches to Promoting Sustainable Communities in Student Affairs

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

Healthy Environment
Social Justice
Economic Growth
Sustainable Society
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
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.
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.
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

Sponsors
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

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

For advanced PhD student, candidate, or early career Postdoctoral Fellow at Colorado State University

APPLY TO BE A 2014-2015 SoGES SUSTAINABILITY LEADERSHIP FELLOW
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

https://www.udel.edu/sustainability/
Demonstrate Commitments
Case Study

- Institute for Global Studies - Lifting Up Lives in India's Slums: UD Students Put Hearts & Hands to Work
  ![Image](https://www.udel.edu/sustainability/)

- Sustainable Communities - Fostering Healthy Growth of Coastal Economies
  ![Image](https://www.udel.edu/sustainability/)
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
# Moving Toward an Even More Sustainable Futures

## Assessment, Evaluation, and Research (AER)

<table>
<thead>
<tr>
<th>Define Terms and Concepts</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td></td>
<td>Has trouble differentiating among assessment, program review, evaluation, planning and research in methodologies and approach</td>
<td>Utilizes the appropriate assessment, program review, evaluation, planning and research methodology/approach in data collection and review.</td>
<td>Teaches others the differences between assessment, program review, evaluation, planning and research.</td>
</tr>
<tr>
<td>Value</td>
<td>May see value in AER, but has difficulty translating into action through active participation, use and practice.</td>
<td>Actively participates in AER activities and effectively uses AER in daily practice.</td>
<td>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.</td>
</tr>
<tr>
<td>Define Purpose</td>
<td>May need assistance with creating clearly defined AER questions, program or learning outcomes and/or strategic priorities.</td>
<td>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.</td>
<td>Creates a larger framework across the institution to connect AER of unit priorities, program/learning outcomes, and goals to institutional goals and values.</td>
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Moving Toward an Even More Sustainable Futures

Student Learning and Development (SLD)

<table>
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<tbody>
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<td>Theory Knowledge</td>
<td>Identify and define types of theories (e.g., psychosocial, cognitive, etc.). Articulate theories and models that describe the development of college students.</td>
<td>Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence college student development.</td>
<td>Teaches others the differences between assessment, program review, evaluation, planning and research.</td>
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<td>Theory Critique</td>
<td>Identify limitations in existing theories and models. Identify limitations in applying existing theories and models to different demographic groups.</td>
<td>Discuss the strengths and limitations of existing theories in depth.</td>
<td>Analyze and critique prevailing theories.</td>
</tr>
<tr>
<td>Theory to Practice</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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?
TOWARD A SUSTAINABLE FUTURE:
the job of student affairs
in creating
healthy environments,
social justice,
and strong economies.

ACPA SUSTAINABILITY TASK FORCE
Student Learning Outcomes
Assessment Materials Guidebook

EDUCATION FOR SUSTAINABLE DEVELOPMENT
Theories and Practices of Sustainable Development
- Understanding the concept of sustainability
- Impact on individuals, communities, and the environment
- Integrating sustainability into educational programs

ACPA’S PRESIDENTIAL TASKFORCE ON SUSTAINABILITY
Tool Kit for Creating a Green Vision:
Leverage Your Campus’ Assets to Support and Motivate Action Toward Sustainability

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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