

HEASC Best Practices in Sustainability Webinar

First Year Experiences in Sustainability

SPONSORED BY:

HIGHER EDUCATION ASSOCIATIONS SUSTAINABILITY CONSORTIUM (HEASC)

HOSTED BY:

ASSOCIATION FOR THE ADVANCEMENT OF SUSTAINABILITY IN HIGHER EDUCATION (AASHE)



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 Sustainability in Student Affairs

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A network of higher education associations with a commitment to advancing sustainability both within their constituencies and the system of higher education.

Member organizations include:

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- ❖ American Association of Community Colleges (AACC)
- ❖ American Association of State Colleges & Universities (AASCU)
- ❖ Association for the Advancement of Sustainability in Higher Education (AASHE)
- ❖ Association of College and University Housing Officers – International (ACUHO-I)
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- ❖ NIRSA: Leaders in Collegiate Recreation
- ❖ Hispanic Association of Colleges and Universities



aashe

The Association for the Advancement
of Sustainability in Higher Education

**Inspiring and catalyzing higher education
to lead the global sustainability
transformation.**

AASHE's Value Proposition:

- ❖ **to empower higher education faculty, administrators, staff and students to be effective change agents and drivers of sustainability innovation**
- ❖ **to enable members to translate information into action by offering essential resources and professional development to a diverse, engaged community of sustainability leaders.**

We work with and for higher education to ensure that our world's future leaders are motivated and equipped to solve sustainability challenges.



Best Practices in Sustainability Webinar Series

Student Affairs Stories of Sustainability: Resources to Engage Students and Remove Silos	April 2014
Civil Discourse and Civic Engagement in Student and Academic Affairs with Planet Education	October 2014
Student Affairs Leadership in Sustainable Purchasing and Event Coordination	April 2015
Sustainability Internships	November 2015

<http://hub.aashe.org>



Webinar Facilitators



Debra Rowe, PhD

Founder & Facilitator, HEASC

Founder, Disciplinary Associations Network for Sustainability (DANS)
President, U.S. Partnership for Education for Sustainable Development



Kaye Holman, PhD

HEASC Sustainability Fellow

Global Sustainability Leadership Fellow, Colorado State University
Coordinator, Ecosystem Science & Sustainability, Colorado State University



Webinar Guest Speakers



Jennifer Keup
Director
National Resource Center for
The First Year Experience and Students in Transition



Shea Alevy
Community Coordinator, Residential Life
Barrett, The Honors College
Arizona State University



Webinar Guest Speakers



Rhondda Thomas

Associate Professor, African American Literature
Clemson University



Dustin Albright

Assistant Professor, College of Architecture, Arts & Humanities
Clemson University



Webinar Guest Speakers



Jonathan Coop

Assistant Professor, Biology and Environment and Sustainability
Western State Colorado University



Chevy Mohr

Student Sustainability Coordinator
Environment and Sustainability Major
Western State Colorado University

Defining Sustainability





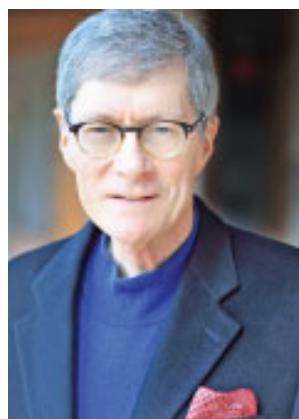
Learning Outcomes

- 1) Identify key considerations in developing a First Year Experience (FYE) Program in Sustainability.**
- 2) Consider ways to apply FYE principles to support students at all levels.**
- 3) Relate stories of success and challenges in FYE programs in Sustainability.**
- 4) Share in peer-to-peer interaction in an open Q&A Session.**
- 5) Connect to additional resources for FYE in Sustainability.**

First-Year Experiences (FYE)



FYE: A Working Definition



“The first-year experience is not a single program or initiative, but rather an **intentional combination of academic and co-curricular efforts** within and across postsecondary institutions.”

(Koch & Gardner, 2006)

High-Impact Educational Practices

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Interdisciplinary Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.



Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



Association
of American
Colleges and
Universities

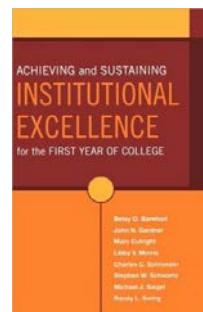


NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

Key Considerations in Developing FYE

- ❖ “Evidence of an intentional, comprehensive approach to improving the first year that is appropriate to an institution’s type and mission.”
- ❖ “Evidence of assessment of the various initiatives that constitute this approach.”
- ❖ “Broad impact on significant numbers of first-year students, including, but not limited to special student subpopulations.”
- ❖ “Strong administrative support for first-year initiatives, evidence of institutionalization, and durability over time.”
- ❖ “Involvement of a wide range of faculty, student affairs professionals, academic administrators, and other constituent groups.”



Key Considerations in Developing FYE as HIP

- ❖ Creates an investment of time and energy
- ❖ Includes interaction with faculty and peers in substantive matters
- ❖ Demands reflection and integrated learning
- ❖ Real-world applications
- ❖ High expectations
- ❖ Includes frequent feedback
- ❖ Exposure to diverse perspectives
- ❖ Accountability



Supporting Students at Other Academic Levels

“But **every year is a transition year**, whether the transition involves finding a major, joining a new group of friends, forming a different self-image, or embarking on a path to graduate school and the workplace.

The undergraduate experience steadily evolves, bringing forth new opportunities & issues to confront.”

(Beck & Davidson, 2016)



FYE Under the Umbrella of Students in Transition



MACRO TRANSITIONS

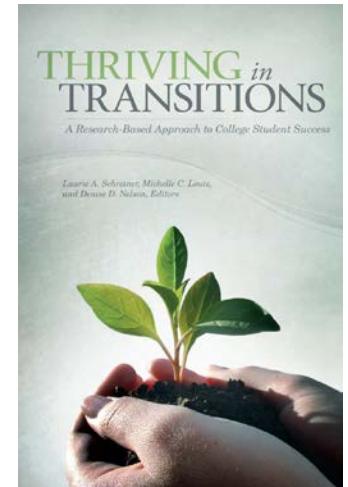
- ❖ High school to college (FYE)
- ❖ Sophomore year
- ❖ Transfer
- ❖ Senior-year/transition out of college into:
 - Careers
 - Graduate school
 - Life as an educated citizen

MICRO TRANSITIONS

- ❖ Major change
- ❖ Study abroad/study away
- ❖ Shifts in interpersonal relationships
- ❖ Stages of:
 - Skill development
 - Identity
 - Self-authorship

Thriving in Transition

“The construct of ***thriving*** as an expanded vision of student success **provides a framework for conceptualizing new ways of helping students reap the full benefits of higher education**. The very word thriving implies that success involves more than surviving a four-year academic obstacle course. **Students who thrive are vitally engaged in the college endeavor—intellectually, socially, and emotionally. They experience what Tagg (2003) calls *deep learning*; they are investing effort within the classroom and managing their lives well beyond it.**” (Shreiner, Louis, & Nelson, 2012)



Stories of Success & Challenges

Arizona State University

Stories from Barrett, the Honors College



Greening Maroon & Gold

Three Programs . . . One Goal

Global Institute for Sustainability

Zero Waste

University Sustainability Partners



University Housing



University Housing

Core Values

Student Success

Innovation

Stewardship

Integrity

Inclusion



Barrett, the Honors College



ARIZONA STATE UNIVERSITY

Barrett, the Honors College

Priorities

Globalization

Student Success

Strengthening a Cohesive Barrett Community

Bringing National and International Visibility

Enhancing and Growing Connections with ASU



Barrett, the Honors College

Sustainability-Related Elements

Student Clubs and Organizations

- ❖ Barrett Sustainability Club
- ❖ Barrett Leadership and Service Team
- ❖ Barrett Indigenous Culture Association

Facilities Management

- ❖ LED light bulb transition
- ❖ LEED Certification

Faculty Engagement

- ❖ Community programs
- ❖ Application of research



Barrett, the Honors College

First Year Experience Connections

Leveraging Interdisciplinary Interests

Community Garden Hours

Green Room Certification

Promotion of Campus Sustainable Initiatives

Honors Seminar

Honors Thesis



Clemson University

Stories from Faculty-In-Residence



Faculty In-Residence . . . By Design

Dustin Albright

Assistant Professor of Architecture - 2012 to present

- ❖ Low-carbon footprint design and advanced timber structures

Faculty-In-Residence - August 2012 to May 2015

- ❖ Lightsey Bridge Apartments, serving up to 900 residents
- ❖ Faculty Partner to Clemson University Design Community

**Helping students make connections to and be a part of
Sustaining Environments**

Sustaining Environments



Sustaining Environments

Waste Not . . . Innovative Sustainability Programs

Kite Hill Recycling Center

Composting Program

Biodiesel Program

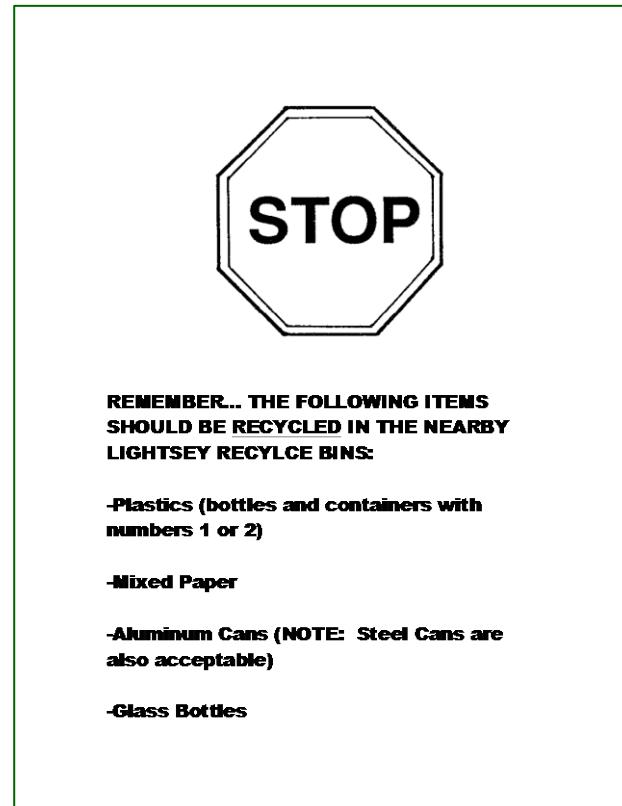


<http://www.biodieselmagazine.com/articles/8205/clemson-university-biodiesel-program-earns-award>

Sustaining Environments

Potential Strategies

“Base-Line” Thinking



Sustaining Environments

Potential Strategies

“Base-Line” Thinking

Tactical Interventions

Composting 101

Composting is easy, and a great way to create fresh soil for a garden. Composting your food saves space in landfills for those materials that can't decompose, and saves money on buying fertilizer. Please follow the chart below.



To Compost	To NOT Compost
<ul style="list-style-type: none">• Rinsed egg shells• Kitchen scraps• Garden trimmings• Leaves	<ul style="list-style-type: none">• Meat• Dairy products• Weeds• Manure

Please do not add meat or dairy products to the compost bin, as they will attract unwanted pests. Pet waste may also attract pests, and could spread disease.

Clemson composts nearly 160,000 pounds of waste each year. Lightsey Bridge has its own composter for adding to this total. THE LIGHTSEY COMPOSTER IS LOCATED IN THE TRAFFIC CIRCLE BEHIND THE COMMONS BUILDING.

If you have any questions, or would like to participate and need a composting pail for your apartment, please contact Sam Babb at sabb@caes.clemson.edu.

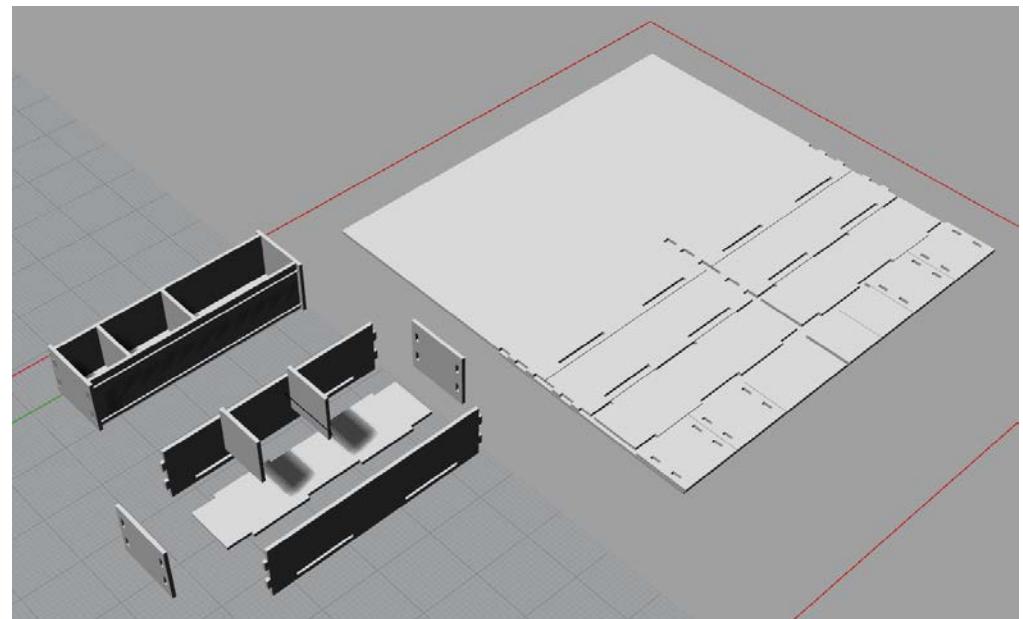
Sustaining Environments

Potential Strategies

“Base-Line” Thinking

Tactical Interventions

Synergistic Programming



Sustaining Environments

Other Ways to Connect Students

Facilities Tours

Connecting to Faculty Research

Hands-On Opportunities

Local Government



Engaging Communities

Leadership

LEAF

EcoReps

Residential Sustainability Initiatives

- ❖ Composting
- ❖ Recycling



Faculty In-Residence . . . To Engage

Rhondda R. Thomas

Associate Professor, Department of English – 2007 to present

- ❖ Early African American Literature
- ❖ American Literature

Faculty-In-Residence - 2013 to present

- ❖ Calhoun Courts, serving up to 700 residents
- ❖ Thornhill Village, serving up to 192 residents

**Supporting student leadership and cultural involvement in
Engaging Communities**

Engaging Communities

Cultural Involvement

Vegan Cooking Classes

Holistic Health Workshops

Social Justice

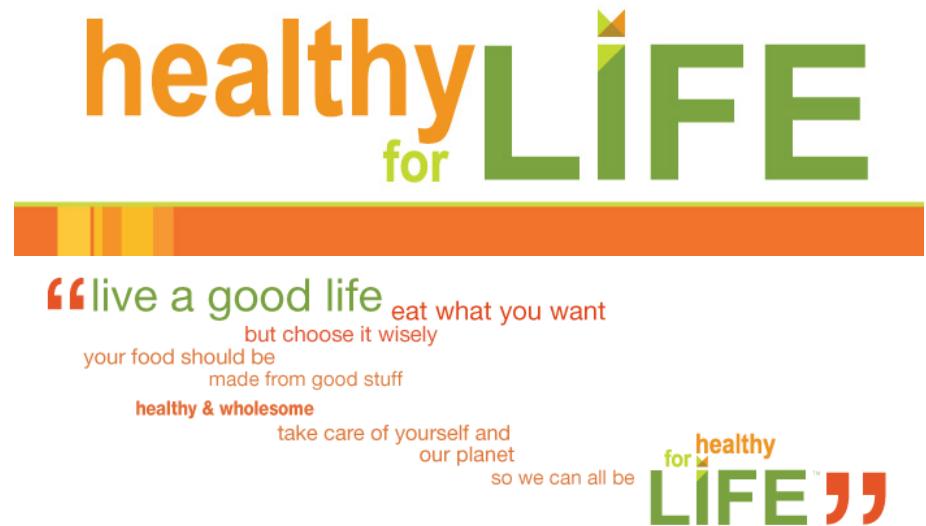


Engaging Communities

Vegan Cooking Classes

5-Course Meal . . . from scratch

- ❖ Kung Po Tofu and Rice
- ❖ Groundnut Stew
- ❖ Kale Salad (from garden)
- ❖ Corn Muffins
- ❖ Raw Almond Butter Cups
- ❖ Rooibos Herbal Tea



Engaging Communities

Holistic Health Workshops

- ❖ Nutrition
- ❖ Exercise
- ❖ Water
- ❖ Sleep
- ❖ Temperance
- ❖ Air
- ❖ Sunshine
- ❖ Spirituality

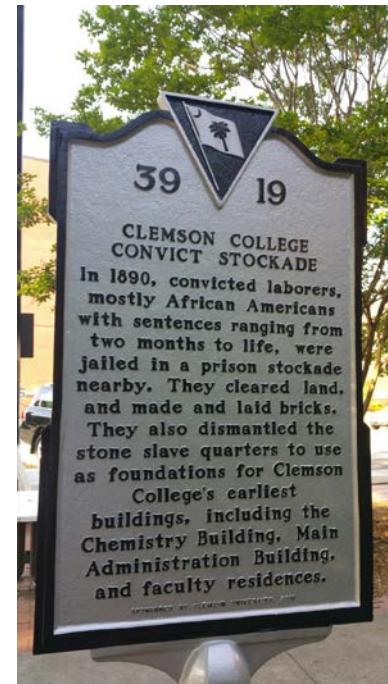


Engaging Communities

Social Justice

African American Heritage Tour

❖ Clemson University



Engaging Communities

Social Justice

Responsibility to Recognize African Americans Who Have Worked on Clemson Land as:

- ❖ Slaves
- ❖ Sharecroppers
- ❖ Convicts
- ❖ Low-wage Workers

Responsibility to Learn from this History to Develop and Sustain:

- ❖ Inclusive Clemson Community
- ❖ Diverse Clemson Community

Western State Colorado University

Stories from the Headwaters Program



Western State Colorado University



- ❖ 2,300 students
- ❖ 17:1 student to faculty ratio
- ❖ Environment & Sustainability, Bachelor's Degree
- ❖ Master's Degree in Environmental Management
- ❖ Gunnison County: 15,000 people, 3,260 mi², 75% public land, Colorado Rockies

Western's First Year Experience

- ❖ Orientation
- ❖ HWTR 100: First Year Seminar
- ❖ Living/Learning Communities
- ❖ Exploratory Programs
- ❖ Wilderness-based Orientation



<http://www.western.edu/current-students/westerns-first-year-experience>

HWTR 100: First Year Seminar

- ❖ Western and the Gunnison Valley
- ❖ Multidisciplinary study of the Headwaters region
- ❖ Skills for success in higher education
- ❖ Access to resources in the campus community
- ❖ Discussion-based seminar
- ❖ Community service projects
- ❖ Workshops
- ❖ Field experiences
- ❖ Academic themes: liberal arts, community sustainability, and the social, natural, and cultural surroundings



HWTR 100: First Year Seminar —A Faculty Perspective

❖ Course Format

6 weeks, 2 hours/week, Chipeta Garden “Outdoor Classroom,”
mix of discussions and activities

❖ Theme

*How much should humans try to control nature to meet our needs?
How much should natural processes operate without our influence?*

❖ Readings

Masanobu Fukuoka “One Straw Revolution”

Vandana Shiva “From Eco-Apartheid to Earth Democracy”

Aldo Leopold “Thinking Like a Mountain”

❖ Assignments

Simple reading summaries, discussions, service learning projects

HWTR 100: First Year Seminar —A Faculty Perspective



HWTR 100: First Year Seminar —A Student Perspective





Peer to Peer Interaction

Peer to Peer Interaction

Questions? Comments?

- ❖ Go To Webinar Questions Pane.
- ❖ Twitter



#HEASCStories



#FYESustainability

Resources

First-Year Experience Resources



NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

Center Homepage

www.sc.edu/fye

FYE Resources

<http://sc.edu/fye/resources/fyr/index.html>

Publications

<http://www.sc.edu/fye/publications/index.html>

Listservs

<http://sc.edu/fye/listservs/index.html>

Free newsletters

E-Source for College Transitions <http://sc.edu/fye/esource/>

The Toolbox <http://sc.edu/fye/toolbox/index.html>

Twitter & Instagram @NRCFYYESIT

Facebook @fyesit

HEASC Fellow Resources



Community Partnerships: A Key Component of Sustainability

- ❖ <http://tinyurl.com/HEASCCommunityPartnershipsPDF>

Advancing Sustainability in Higher Education:

Integration of the University and College Development Office

- ❖ <http://tinyurl.com/HEASCAdvanceSustainabilityPDF>

Best Practices in Sustainability Webinar Series

- ❖ <http://tinyurl.com/HEASCWebinarSeries>

SISL Resources



Key Components of Quality Sustainability Assignments

- ❖ Real-World Projects
- ❖ <http://serc.carleton.edu/sisl/pedagogies.html>

Empowering Students: Engaging in Solution Building for Society

- ❖ http://serc.carleton.edu/sisl/empowering_stud.html

Listservs and Groups

AASHE Bulletin

- ❖ Google: Subscribe AASHE Bulletin
- ❖ <http://bulletin.aashe.org/>



Green School List

- ❖ Google: Green School Listserv
- ❖ <http://listserv.brown.edu/?A0=GRNSCH-L>

Listservs and Groups

LinkedIn Group

- ❖ Sustainability in Student Affairs



Google Group

- ❖ Sustainability Learning at Colleges and Universities
- ❖ Under the “My Settings” gear, select: Subscribe to this group
- ❖ <https://groups.google.com/forum/#!forum/slcu>



What topics should we explore?



We welcome your
thoughts and ideas!



Contact Information

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Thank You!



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The Association for the Advancement
of Sustainability in Higher Education