



**Academic Affairs
Greening Initiative Core Team Meeting**

**September 26, 2008
2:00 to 3:00 p.m.
UN 211**

Agenda

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|-------|--|--------------|
| I. | Additional Agenda Items | All |
| II. | Review and Approval of Minutes | All |
| III. | Discussion of Institute Status and Interrelationships* | Theodoulou |
| IV. | Announcements/Information Items | |
| | a. Telling Our Story (recent press) | Stephens |
| | b. Webinars (dates) | Vasishth |
| | c. Potential Sustainability Day (10/22/08) | Vasishth |
| | d. New Class Hours (Fall 2009) | Stephens |
| V. | Transportation Survey for Student Commute Patterns | Vasishth/Cox |
| VI. | Data Sources for the Campus Footprinting Exercise | Vasishth |
| VII. | Proposed Methodology for Carbon Footprinting | Cox |
| VIII. | Academic Affairs Planning Process* | Stephens |
| IX. | Action Item Recap | Stephens |

Core Team:

Mechelle Best	Recreation and Tourism Management
Hedy Carpenter	Graduate Studies, Research & Int'l Programs
Helen Cox	Geography
William Jennings	Business and Economics
Nancy Kurland	Management
Kristy Michaud	Political Science
Kyriakos Pontikis	Family and Consumer Sciences
Diane Stephens (Chair)	Academic Resources and Planning
Ashwani Vasishth	Urban Studies and Planning
Erica Wohldmann	Psychology
Deone Zell	Management

Guest: Dean Stella Theodoulou, College of Social and Behavioral Sciences

*Materials provided in advance of meeting

CHARTER

INSTITUTE FOR SUSTAINABILITY

This charter outlines the mission, functions, purposes, organizational composition, and administrative regulations under which the Institute for Sustainability will operate. Consistent with the mission of the university, the Institute for Sustainability shall be named, organized, and administered as follows:

I. NAME

The name shall be the Institute for Sustainability (hereafter the Institute).

II. MISSION

The mission of the Institute is to promote, facilitate, and develop educational, research, and university and community programs related to sustainability. The Institute serves as an umbrella organization across all the colleges of the university on issues related to sustainability and is committed to serving our campus community, including especially our students and faculty, as well as the broader community served by the university. With respect to sustainability, the Institute is committed to increasing interdisciplinary and cross-functional communication, education, and research among the faculty of the colleges.

III. DEFINING SUSTAINABILITY

One formal definition of sustainability is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Brundtland Report, 1987).

A decision is considered to be sustainable when it takes appropriate account, in the short-run and the long-run, of all three criteria or factors - economic, environmental, and social.

Thus, in practice, sustainability may relate to all of the following ideas: environmental protection, ecosystem management, carbon foot-printing, carbon trading, becoming carbon neutral, ecological foot-printing, clean-tech or green manufacturing, greening the value chain or supply chain, environmental health, environmental justice, cradle-to-cradle manufacturing, socially responsible investing or triple bottom-line investing, economic true cost or full-cost accounting, eco-economy, preserving bio-diversity, and many more.

IV. PURPOSE AND FUNCTIONS

Consistent with the mission and vision of the university, the purposes of the Institute are to:

1. Promote curriculum development and curriculum innovation related to sustainability, including especially the sustainability of academic practices;

2. Promote the educational and professional growth and development of faculty, students, and the community in the field of sustainability;
3. Improve communication among faculty, students, and the broad community in the field of sustainability;
4. Support the pursuit of scholarly projects, creative activities, and publications in the field of sustainability;
5. Promote community-based projects and initiatives in the field of sustainability;
6. Serve as an educational resource in the field of sustainability for our students, faculty, and for the broad community;
7. Serves as the umbrella organization for activities and centers in the university focused on the area of sustainability;
8. Work with the faculty to seek and obtain funding from private and public agencies in support of sustainability-related projects.
9. Serve as a resource and consultant to the university administration to facilitate campus improvements in areas related to sustainability, when requested.

The purposes shown above are intended to promote the welfare and intellectual progress of our students and faculty, create valued community partnerships with business, government, and others, provide educational opportunities for students to develop and share pedagogy and intellectual contributions in the field of sustainability.

The function of the Institute will be to manage and direct those activities appropriate to the purposes of the Institute that cannot normally or easily be conducted by individual faculty members. Where appropriate, the work of the Institute will bring together people on campus, from other universities, public and private organizations, agencies, firms, community groups, or other organizations to work on contract and grant-funded research and/or educational projects related to sustainability, as well as offering or participating in workshops, forums, seminars, or conferences in the field of sustainability. The work of the Institute will cover any area appropriate to the scholarly and professional interests related to sustainability, including faculty research and publications, workshops, seminars, and conferences. Any non-credit courses, workshops, or seminars offered on a fee basis will be developed and administered in conjunction with the Tseng College of Extended Learning.

V. ORGANIZATION

The Institute will operate under the general administrative supervision and oversight of the nine college deans of the University, acting together.

1. The Institute will be managed by a director who will be appointed by all the deans of the University, acting together, and in consultation with the provost. The director will be appointed for a three year term.
2. As needed, the director may appoint one or more associate directors with the concurrence of the college deans, acting together.

VI. COMMITTEES

1. To help ensure broad-based involvement and support from the colleges, the university, and the community, the director, with the concurrence of the college deans, shall appoint faculty from throughout the university, university staff and administrators, students, and members of the community to the Institute Advisory Board.
2. Other special committees or boards may be appointed by the director with the concurrence of the college deans.

VII. ADMINISTRATION

1. Under the supervision and oversight of the deans, the director will be responsible for the general administration and operation of the Institute. The director will be responsible for staffing programs, arranging for space, equipment, and other resources necessary for the purposes and functions of the Institute.
2. The director will be responsible for ensuring that the activities of the Institute are consistent with the purposes and goals of the Institute and the policies of the university.

VIII. FINANCES

The Institute will be a self-supporting operation funded by donations, grants, and contracts from public and private organizations and individuals, as well as proceeds from Institutes activities. It is anticipated that space and financial support will be provided initially by the deans and/or the provost. All funds will be held in accounts managed by the University Foundation, or other appropriate university auxiliary, under the direction of the director. The director will be responsible to the deans for all financial operations and expenditures.

X. ANNUAL REPORT

By July 15 of each year, the director will prepare an annual report of the Institute's activities and operations, including finances, in conformance with university regulations. This report will be submitted to the Associate Vice-President of Graduate Studies, Research, and International Programs, the deans of the university, and the provost.

In addition to the annual report, by July 15 of each year, the director shall prepare an annual planning statement setting forth the measurable goals and objectives of the Institute for the next year (or longer). These measurable goals and objectives shall relate to the mission and purposes of the Institute and to the mission of the university. The annual statement of goals and objectives will be submitted to the college deans of the university and the provost.

X. SUNSET CLAUSES

All projects and component organizations of the Institute will operate for fixed periods and will be automatically dissolved at the end of the period unless renewed by the director. In the event of the Institute's dissolution, any remaining assets will become the property of the college deans of the university and the provost.

Bruntland, G. (ed) (1987). *Our Common Future: The World Commission on Environment and Development*, Oxford: Oxford University Press.

Revised DRAFT 9/23/08

CSUN Academic Affairs

Valuing University Partnerships With the Community

California State University, Northridge (CSUN) has a distinctive approach to ensuring that those it serves have the knowledge, skills, and abilities needed to realize their full potential. CSUN's approach focuses not on short-term or episodic ventures into communities but on systemic and sustainable enhancement of individual lives and the enrichment of life for others.

CSUN and its extended academic community are inspired and guided by the belief that each community, organization, and individual life is exceptional – full of insights, ideas, experience, and possibilities that are truly unique. The full potential of each irreplaceable person is lost to the human community when that individual is deprived of a meaningful and appropriately rigorous education and/or a nurturing family or community, or is adversely impacted by untreated health concerns or un-remediated disabilities, subjected to violence, or despoiled environments.

In that light, CSUN is committed to working with communities to build their capacities to provide the services, support, and living environments needed to enhance and extend the lives of all community members. CSUN is also committed to educating professionals and to supporting research and clinical and counseling services that are dedicated to ensuring that each individual has the opportunity to make the most valuable contributions to the larger human community for as long as possible, from life's beginning to its end. CSUN is the academic home to those dedicated to ensuring the welfare of all individuals and their communities today and tomorrow through engaged and generative partnerships.

We believe that *personal value* is greatest the closer it is to an individual's lifestyle, and the impact of a university is most significant within the community it serves. Through coordination of the academic program with the expertise and resources of campus institutes, centers, grants and contracts, Cal State Northridge is better able to promote the welfare and healthful lifestyles of members within its communities. However, CSUN recognizes that its service role is most effective within the context of true, engaged partnerships. The university cannot assume that it knows what an organization/community needs or what it aspires to become. Therefore, we strive for partnerships that are defined by dialog - a two way exchange of imagining, planning, teaching, learning and services.

CSUN recognizes that partnerships are a constructive force for positive change, and believe they endure when evolutionary in nature. Our methods and approach do not focus on short-term or episodic ventures. Rather, reaching across disciplines to draw on its educational, clinical, counseling, service, and research capabilities CSUN strives to create a holistic approach that builds long-term capacity in others and serve our community partners in a more systematic and sustainable way. This personal and organizational growth ultimately enhances the quality of both campus and community life.

CSUN's effective collaborative networks with regional, national, and international colleges and universities further enhances the campus' capacity to address the community's long term and unforeseen needs. Though firmly rooted in the paradigm of higher education, CSUN endeavors to be responsive to the needs of its service region, and ensure its responses are reflective, innovative, and adaptive to changing patterns of need, challenges, and possibilities.

The value of coordinated and collaborative efforts accrue not only to individuals and organizations within the community. Relationships with local government, social service agencies, private industry, alumni, and community donors enhance the lives of students (in professional preparation, clinical and service learning experiences), faculty (in research and professional practice opportunities), and campus centers (in economies of scale that reduce administrative support costs and overhead). That the university has long experience in community/organization service-learning only reinforces its reputation for excellence and distinction in this area.

Partnerships between communities and higher educational institutions as a strategy for social change are gaining recognition and momentum. In their truest form, these partnerships require time and commitment and have the power to transform the individuals and organizations that are part of them. As defined by the Carnegie Foundation, "Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, and global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." As such, partnerships are an effective tool in ultimately improving health and wellbeing in our communities. Despite being formed with the best of intentions, however, authentic partnerships are very difficult to achieve.

The purpose of explicitly stating practices of good community-campus partnerships is to help clarify terms of engagement and expectations between partners and to provide a framework for discussion when forming or periodically reflecting on the progress of our partnerships. The process of discussing the practices for effective partnerships is at least as important as the adoption of the principles themselves. Various partnerships exist at different stages of development and thus the statement of practices provides guidance along diverse paths toward

ideal, authentic relationships. The authenticity of a partnership is likely best determined by the consensus of the members of the partnership itself.

Recognizing the existing array of relationships and contacts within the community, and those to be developed, the university affirms its commitment to principles for good partnerships and engagement with the community. To paraphrase George Santyana, “*Students educated only at school are uneducated students.*” The university’s pledge to community engagement is inspired by a dedication to active-learning, developing student awareness of civic responsibility, and addressing social and economic needs defined by the larger community. The university believes that students who participate in community engagement will be tomorrow's leaders: committed to social improvement through civic participation, dedicated to ensuring the rights of all persons, and capable of providing solutions to address local, national, and global issues thus working toward a more humane world community.

Acknowledgment of and adherence to these principles will serve to create a consistent, sustainable and evolutionary rapport between Cal State Northridge and its service region. Cal State Northridge is committed to:

- Fostering the vitality and wellbeing of its community
- Utilizing a distinctive approach to ensuring that those it serves have the knowledge, skills, and abilities needed to realize their full potential
- Partnerships based on the expectation that they are long term, systematic, sustainable, and evolve over time with input from the partners to insure the enhancement of the individual lives that ultimately enhance the quality and capacity of community life itself
- Engaging in these partnerships as a constructive force for positive change in the education, health and wellness, environmental quality, creative imagination and meaningful achievement of individuals, families, organizations and communities.

Principles for Community Partnerships and Engagement¹

- Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
- The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.

¹ Adapted from the University of Washington Community-Campus Partnerships for Health Board of Directors, October 1998 and 2006. P.O. Box 354809, Seattle, WA 98195-4809.

- The partnership balances power among partners and enables resources among partners to be shared.
- Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.
- Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
- There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
- Partners share the benefits of the partnership's accomplishments.
- Partnerships can dissolve and need to plan a process for closure.
- There is clear, open and accessible communication between partners, making it an ongoing priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.
- Roles, norms, and processes for the partnership are established with the input and agreement of all partners.
- Partnerships take time to develop and evolve over time.

How CSUN-Community Partnerships Work

CSUN looks for sustainable and systematic long-term collaborative partnerships with private sector organizations, public sector agencies, professional associations, sister institutions, regional communities/organizations, and individual community members.

- For each partnership, a group of one to three senior CSUN administrative and/or academic leaders serve as primary contacts for the duration of the partnership to rally needed resources to meet the partnership outcomes desired
- The community partner will also identify one to three partner lead(s) who have responsibility to rally resources, convene formative conversations, and working with the University leads to meet desired outcomes
- Others who work with the partner would change as initiatives, issues, and needs evolve over the duration of the partnership, but the University leads would not change
- The University would have the responsibility to track the partnership over time and keeping records of the full range of initiatives, collaborative responses, research projects, student and faculty field or clinical services delivered and needed degree and training programs.

Guidelines for University Institutes

CSUN works to engage and enrich its communities through a variety of means, including academic programs, institutes, centers, grants and contracts. Each of these structures represents particular disciplines upon which its programs and services are based, the most structured of which is university institutes. An important role of a university institute is to maintain the respect for and autonomy of college-based institutes and centers engaged within a broader university institute, while providing central administrative support services, public relations, and

program coordination assistance to these organizations. University institutes also provide opportunities to develop cooperative projects across multiple centers and institutes, allowing for greater efficiencies and cost savings, improved communications, and, ultimately, the development of sustainable programs over time. University institutes are differentiated from college-based institutes and centers as they::

- are interdisciplinary in nature and not under the administrative purview of a single college or program.
- act as an “umbrella” organization under which multiple programs, projects, and centers of research and service operate.
- provide benefits of critical mass for administrative support and streamlined communications among various constituents, including community partners, internal programs and offices, and granting and government agencies.
- enhance the image of the university through consistency of messages and visibility of institute activities.

Over-arching the university institutes (The Institutes of CSUN) will be a coalition of campus and community representatives whose primary focus is to ensure the efficacy of the campus’ partnership principles. This *Coalition for Community Enrichment* (CCE), though not a chartered organization, will inspire and guide the implementation of the principles of partnerships in affiliation with other campus units and community partners. The CCE will be comprised of fifteen members appointed for three-year renewable terms. Ten members will be employees of CSUN; five community partners will hold seats. A Chair of the CCE will be appointed by the Provost and preside over quarterly meetings. This collaborative will not only foster the development of potential partnerships and projects but will live in the future by providing an evolving vision for The Institutes of CSUN.

Business of the institutes will be managed centrally through the work of a business services organization (BSO). Through the BSO each university institute will be provided support for business and administrative functions of its program-centric centers, grants, contracts and fee-for-service programs (see Policy AA150-06 Centers and Institutes from the CSUN Graduate Studies, Research and International Programs website for a description of these Centers and Institutes). Each university institute will have a managing director who will be designated by the Provost. These Directors will serve as ex-officio members of the CCE. An advisory committee will be formed that oversees the institute’s activities. The Director of the institute will serve as Chair of this committee and the membership will be comprised of the directors and PIs of the various institutes, centers, grants, etc. which are affiliated with the respective university institute.

Other advisory councils with campus and community partners may be formed based on specific project and development needs.

Such organization for creative collaboratives and commitment to the inherent values allows both the partners and the University to engage in a sustained, systemic, and cumulative engagement that builds key capacities for the partner, adds to resources, supports change, and fosters innovation that is meaningful. With its location in an urban cosmopolitan environment and a commitment to the values outlined in this document, Cal State Northridge is uniquely situated to serve as a cauldron “...of diversity and difference, creativity and innovation”² in achieving sustainable enhancement of individual lives and the enrichment of life for others.

As a final outcome, Cal State Northridge students will have multiple opportunities for becoming passionate leaders for change. Cornel West, in his book, *Race Matters* writes:

“We need leaders—neither saints nor sparkling television personalities—who can situate themselves within a larger historical narrative of this country and our world, who can grasp the complex dynamics of our people-hood and imagine a future grounded in the best of the past, yet who are attuned to the frightening obstacles that now perplex us. Our ideals of freedom, democracy, and equality must be invoked to invigorate all of us, especially the landless, property-less, and luckless.”³

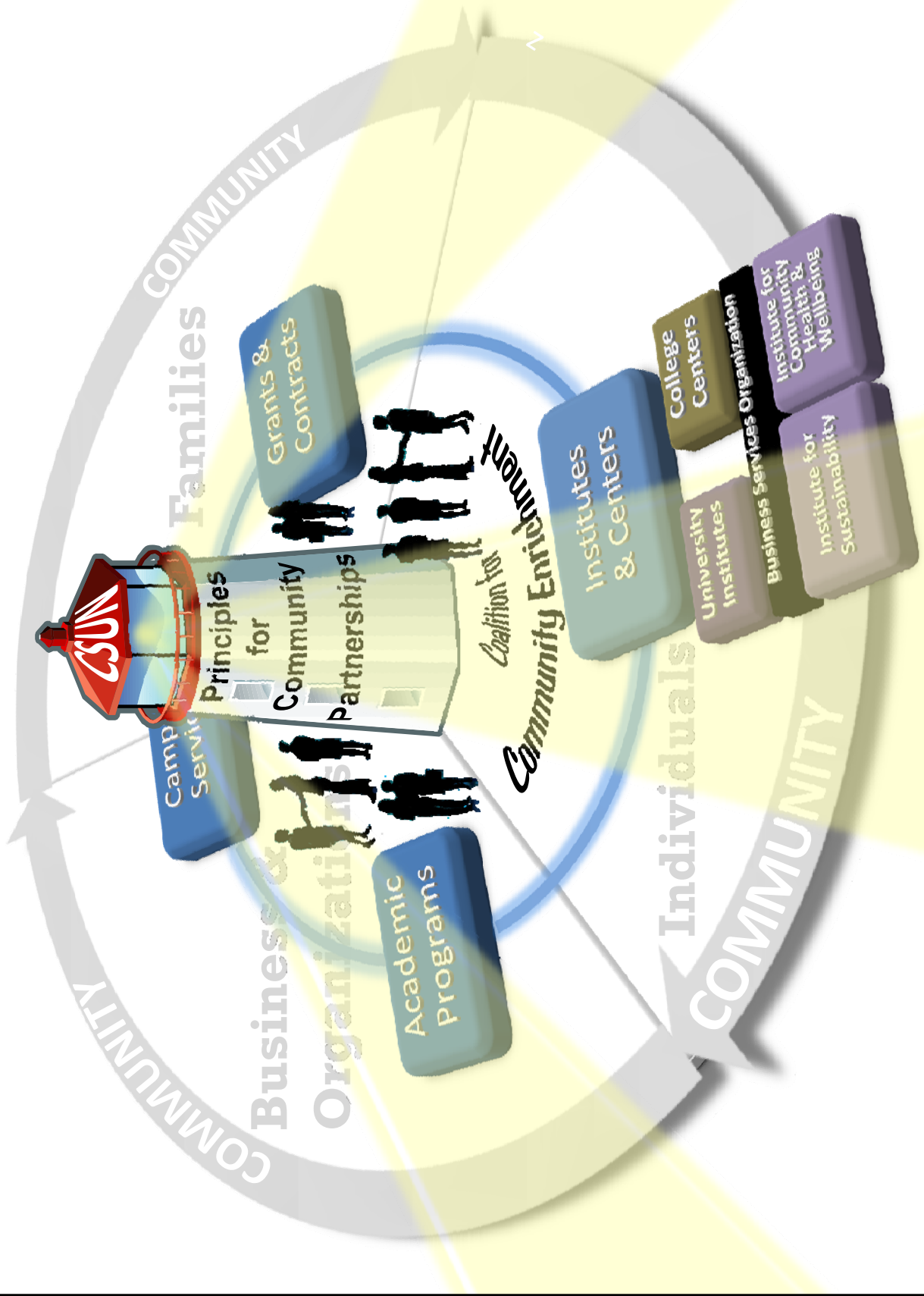
Academic Affairs currently supports the development of two new university institutes: 1) Institute for Community Health and Wellbeing, and the 2) Institute for Sustainability. The Provost’s Office invites the participation of existing institutes, centers, and programs that are interested in aligning their organization with these broader university institute philosophies.

Specific Institute descriptions and charters to be inserted here.

² Florida, R. *Cities and the creative class*. Routledge, New York: 2005.

³ West, C. *Race Matters*. West, C. (1993) *Race matters*. Boston: Beacon Press.

Valuing Partnerships for Community Enrichment



Sustainability Initiative

September 2008

Definition:

The CSUN “Green Core Team” defines sustainable development as that which *"meets the needs of the present without compromising the ability of future generations to meet their own needs"* (Brundtland Report, 1987). We argue that a decision is sustainable (and, therefore, ethical) when it balances economic, environmental, and social equity factors (Figure 1).

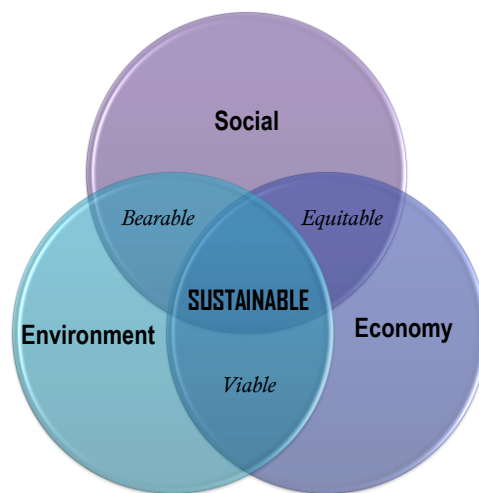


Figure 1. Three E's of Sustainability (Environment, Economy, Social Equity)

Brundtland, G (ed.) (1987). Our Common Future: The World Commission on Environment and Development, Oxford: Oxford University Press.

Purpose of the Initiative:

To become recognized as a university committed to sustainability in our academic programs, in our use of the environment, as well as our operations and practices. We will model ways to minimize environmental impacts, calculate the campus's ecological footprint, establish metrics to track changes over time, and ensure that graduates are educated and knowledgeable about sustainability.

Anticipated Outcomes and Activities:

- Cost savings for institution and students
- Curriculum—general education program; sustainability degrees and certificates
- Employers seeking students with sustainability-related coursework/degrees
- Research, grants, and contracts
- Community engagement
- University image as “green” or “eco-friendly”

- External support—fundraising opportunities from enhanced image
- Facility design and construction
- Diminish ecological footprint
- Transportation
- Recycling programs; waste stream
- Student and faculty engagement in sustainability as a principle and in practice
- Economically-sustainable academic programs
- First choice campus for students concerned about the environment

Progress:

In 2007, CSUN installed a one megawatt fuel cell power plant, establishing the university and the CSU system as a leader in sustainable energy for academic institutions worldwide. Last year, CSUN produced 23% of its electrical power through clean energy technologies (solar panels, micro-turbines, and fuel cell power). CSUN is developing more on-campus student and faculty housing. This will decrease the need to commute and to park. We're also constructing buildings that meet or exceed LEED standards. However, we appear to be lagging in other measures of sustainability (e.g., consumer goods recycling, academic programs, and curricular offerings). And we have not successfully “told our story” about our many successes. Acknowledging the essential priority of sustainability—and emphasizing sustainability as a core value of the institution—allows the university to fit activities with existing planning timelines and structures.

Planning:

Recognizing sustainability as a core value permits the campus to formalize interrelationships as demonstrated in Figure 2 as part of the university planning process.

First, the planning process vice presidents and deans undertake each year can include specific, measureable sustainability goals related to:

- campus operations and practices
- curriculum (re)design
- external fundraising
- research
- student employment

Second, the deans have drafted a charter for the Institute for Sustainability. Work in this institute will focus on research, teaching, community outreach, and fundraising.

Third, a stakeholder group comprised of faculty, staff, and students will bridge activities between divisions, faculty, staff, and students; organize on-campus events and activities; and facilitate interaction between campus operations and the Institute for Sustainability.

Figure 2. Possible Sustainability Interrelationships

Sustainability Initiative

