October 2010

Sustainability KC

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If so, how about inviting them to join the Sustainability Knowledge Community (SKC)? Joining is free and easy. To learn about NASPA's different knowledge communities, click here. To sign up for the SKC, look in the right column for the heading **HOW TO JOIN A KC** when you click here.

Know Anyone Who Might Want to Join NASPA?

NASPA offers many opportunities. Why not ask a colleague if he or she would like to check out what NASPA has to offer? A good first step is to visit the NASPA home page.

NASPA 2011 Annual Conferences

The conference, *Educating for Lives of Purpose,* will be March 12-16 in Philadelphia, PA. Registration is open.

Upcoming Regional Conference

Please join us at an upcoming regional conference or two. More information is available via the following links.

Region I	November 7-8, 2010 Manchester, NH S.A.L.T. (Student Affairs Leaders of Tomorrow) http://www.naspa.org/regions/regioni/conference/salt.cfm
Region II	June 2010 (past). Hope to see you next year.
Region III	June 2010 (past). Hope to see you next year.
Region IV-E	November 7-9, 2010 Minneapolis, MN Innovative Practice and Creative Discovery: Together http://www.naspa.org/regions/regioniv-e/default.cfm
Region IV-W	November 3-5, 2010 Omaha, NE New Frontiers: Thinking Beyond our Borders http://www.naspa.org/regions/regioniv-w/2010conference.cfm
Region V & VI	November 3-6, 2010 Portland, OR Progressive Pathways http://www.naspa.org/regions/regionv/default.cfm

Publications & Links

Know any websites or other resources that might interest Sustainability Knowledge Community (SKC) members? If so, please send them to Steve Radwanski at steven.radwanski@stockton.edu, so he can post links to them on the SKC website. The purpose of the resources is to inform SKC members. Promoting a business is not allowed. Please include the website's name, a short description (e.g., a phrase or one or two sentences), and the website address (URL).

Bringing Sustainability & Social Justice to Life

By Nicole Scheer

This past spring, as a graduate student at Colorado State University, I had the opportunity to lead and develop a Local Alternative Break (LAB) Trip to explore the intersection of sustainability and social justice with students. The LAB trips are designed for students who cannot or are not ready to afford the time and money for a larger alternative break trip. It takes place over a long weekend. The students all have an interest in service, but almost none of them have had prior experience with sustainability. This trip was also unique in that as leaders we guided students in setting up and designing the actual trip.

We began preparing for the trip about two months in advance, starting with conversations to learn about sustainability. We first began answering the question, "What is Sustainability?" and then moved very quickly into discussions about how sustainability is unequally accessible and about how issues with sustainability disproportionately affect certain groups of people. We talked about eco-privilege, watched the Story of Stuff, and met with a community organizer who was fighting gentrification.

The students then began planning how they would like to use their break to further explore this issue. This particular trip began to take on a focus on food as the students planned to work with Denver Urban Gardens, the SAME Café, and Homegrown Fort Collins; projects that would bring gardening and/or healthy, fresh food to populations that would normally have a difficult time accessing these necessities. The students had a strong desire to work alongside people from communities, and to enrich those communities. They were able to achieve that at each of their chosen sites. At Denver Urban Gardens (DUG), the students made up about half the group of people working to build a new garden in North Denver. The others were primarily people from the neighborhood who were working on a garden that would, in summer, give them great fresh food! We helped lay stone for paths between the gardens while entertaining kids and chatting with the other people working at the garden – it was very hard work!

After DUG, we headed down to the SAME Café, a sliding-scale organic eatery where everyone pays what they can, or volunteers if they cannot pay. SAME stands for So All May Eat, and the owners Brad and Libby envisioned this café as a place where all could eat healthy, organic food with dignity. We had lunch and then got to work scrubbing the pantry from top to bottom. While we worked, Libby talked with the group about how she and Brad had left high-paying jobs to create the SAME Café after being disappointed at the level of food and the "us-them" divide at many soup kitchens. It was important to Brad and Libby that the SAME Café be a place where people could enjoy a safe, comfortable, and healthy meal without being judged. It's a pretty powerful (and delicious!) concept that really left our students changed and thinking a great deal about what their own purposes might be. Finally, we headed up the next morning to help build a backyard garden in a neighborhood in Fort Collins. The students had arranged this because they really wanted to learn more about gardening for themselves and it was a great way to help someone who could really use the help get started with gardening while learning about it too. It was important to me in working with this trip that it was much more than a weekend of service – rather, I wanted to create an educational and thought-provoking experience for the students. The weekend itself could not have had the impact it did without the educational sessions before the trip, or the guided reflection after the trip. Although the service work certainly had an impact on sustainability and social justice, it was the educational focus of the trip that really helped the students engage around that intersection.

Engaging students in understanding the connection between sustainability and social justice is not just in finding service opportunities or lectures that relate to these topics. It is in shaping the way we present opportunities and connect them to concepts, the way we guide reflection, and the way we help students make meaning out of their experiences that we can create sustainability & social justice educational opportunities and find change-agents.

NASPA's New Green Home

By Kevin Kruger, Associate Executive Director NASPA - Student Affairs Administrators in Higher Education, and by Evergreen State College VP for Student Affairs Art Costantino. (Costantino was the NASPA Region Five V.P. when the NASPA Board of Directors approved the funding for the new office. He serves as the Greening of NASPA Chair on the Sustainability Knowledge Community.)

The move of our new National Office to 111 K Street is a statement about the growth and vitality of NASPA. As it turns out, our new office is also a statement about NASPA's commitment to green practices.

In 2007, when the National Board approved the financial plan to construct our new headquarters, the Board also encouraged staff to do all they could to incorporate green practices into the construction. Although the Board did not direct staff to pursue LEED certification because of its additional costs, LEED certification checklists were used as the templates for the inclusion of green features.

Reports recently provided by the developers responsible for the project (J Street Development) indicate that the 111 K Street project would have likely obtained LEED Platinum certification.

The green architectural features in the project include extensive use of natural lighting, reduction of solar heat transmission, a storm waste management system incorporating a green roof and the use of many building materials with high-recycled content and local sourcing. In addition, the building was located near public transportation routes, and provides bicycle commuter facilities.

Mechanical, electrical and plumbing components also incorporate many green features. An energy management system is in place to reduce energy consumption. Water-conserving plumbing fixtures, high temperature differential HVAC water and air systems, and an air handling system were installed. Other green features include individual electrical monitoring on each floor, motion sensor lighting, and the positive pressurization of the building to control air infiltration.

Green practices are also in evidence in the landscape design. Drought tolerant plants were incorporated in the streetscape. Eco-pavers and street side planters were utilized to capture runoff from sidewalks.

Within NASPA's build-out of the 10th floor, the NASPA staff and their architect incorporated a number of significant green elements into the office space. All of the office furniture was sourced from a vendor whose furniture was GreenGuard Certified and ISO 14001 Certified. In addition, all of the upholstery achieved SCS Gold Certification.

The carpet selected for the office space was sourced from a small carpet company that is committed to sustainable practices in their entire manufacturing process. The carpet selected passed the Carpet and Rug Institute's Green Labor Indoor Air Quality Testing Program, which could have earned a full point in LEED Indoor Environmental Quality.

NASPA members can be proud of the green design features on 111 K Street. It is my hope the NASPA staff is giving attention to green practices in the day-to-day operations of our new office.

Energy use, sustainable purchasing, and waste handling practices can all make a positive contribution. The staff at J Street Development has indicated that a portion of the electricity for 111 K Street may be purchased from renewable resources. I trust that we will give serious consideration to this option, so that our building and operations embody a sound environmental ethic.

Evergreen State Strikes Gold

By Sharon C. Goodman

Director of Residential and Dining Services

The Evergreen State College

The Evergreen State College just opened a LEED Gold campus activities building. Here's the story.

In 2007, approval for the renovation of the Campus Activities Building (CAB) began on the Evergreen State College campus. This $20 million project was completed in September 2010, just in time for Orientation.

The project design team consisted of nine students and seven staff. In true collaborative style, students voted to tax themselves with student fees to help finance this building. Students went one step farther and chose to tax themselves the highest amount, which was stated on the ballot as "A Gold Standard for the CAB." This fee represented $5.75 per credit.

Many students were willing to pay this fee even though they knew they would graduate before ever being able to use the building while a student. This vote represents Evergreen State College students' true commitment to sustainability.

The new CAB building sits adjacent to our first LEED Gold building, our Seminar 2 classroom building. These buildings face our main square. They are showcases to the community about sustainability on campus.

During the last two years, I have had the privilege of serving on the CAB construction committee with the architecture team. It is nice to finally see the building open.

There are signs in the bathrooms reminding students that the water to flush the toilets is not potable and is recycled rainwater. There are also signs in the bathrooms reminding folks about the dual flush toilets.

There are recycling centers and compost areas throughout the building, and soon there will be more signs reminding folks of all the sustainable features that have been added to the buildings. As in most LEED buildings there are many exciting sustainable features that are not apparent when walking through the building.

Highlights About the Building

- Added a series of bicycle racks to the building to provide alternate transportation options.
- A 28,000-gallon cistern will provide a 25% reduction in the volume of storm runoff of a two hour, 20-year storm.
- The cistern will provide all of the water required for flushing toilets in the building.
- Water use will be reduced through water efficient fixtures, waterless Urinals and other water efficient fixtures. A water recycling system will be installed in the Cafeteria dish washing process.
- Bioswales and filter strips to address water quality issues for the runoff. Permeable surfaces will also be used to help reduce the quantity of runoff.
- Water efficient, native plantings were used for landscaping on the project to reduce irrigation needs.
- The planting program will eliminate the need for irrigation beyond a base establishment period.
- Through the use of water efficient fixtures and a water-recycling unit in the pre-wash area of the Dishwashing for the cafeteria, we will reduce water use 40%.
- The majority of the roofing was replaced with new roofing with a higher performing insulation and a white top coating.
- Interior lighting strategies prevent light bleed outside, and exterior lights all have the required shading and directing devices.
- Maintained at least 90% of the existing structural walls, floor and roof in this remodel.
- Use of renewable materials in flooring locations (bamboo), and solid core doors (agri-fiber cores).
- Achieve 95% FSC Certified wood on project.
- Monitors will be installed at air intake points.
- Met the College's already stringent requirements regarding all material emittance levels. These requirements are even more restrictive than those presented by LEED.
- The HVAC design for comfort in this project meets ASHRAE design standards, while still providing a more energy efficient building.
- 70% of the building's power will be purchased from "Green Power" sources.
- Achieve a 95% construction waste recycling rate.
- Compost collection sites in all food service venues.

Green Roofs = Living Roofs

By Tiffany T. Sanchez
Director of New Student Programs
American University

Green roofing is the term used to describe the modern practice of replacing heat absorbing tar and shingles with moisture absorbing plants and growing medium. It's been going on since the Vikings started covering houses with water resistant birch bark and planted sod on top. Some of the benefits today are similar to those the Vikings enjoyed hundreds of years ago.

Green roofing improves the visual landscape and provides lush habitats for local birds, butterflies and other insects, and people. It reduces the amount of water that drains off into storm drains and, in some cases, sewers. It reduces the "urban heat island effect." That reduction lowers local temperatures, thus lowering energy costs to cool affected buildings. Green roofing also can extend roof life to double that of conventional roofing. While green roofing does have cost implications, these last three examples (reducing urban heat island effects, water runoff, and extension of roof life) can help to defray the cost.

At American University, Director of the Office of Sustainability Chris O'Brien reports,

> "Green roofs can save institutions money by increasing the efficiency of HVAC equipment on the green roof For example, on a hot summer day, air temperature on a conventional 'black roof' can rise to 150 degrees, which means that HVAC units have to work that much harder to bring the air temperature down to 70 degrees. On a green roof, the air temperature is lower, so the HVAC units only have to work to bring the temperature from, let's say, 90 degrees down to 70 degrees, lowering energy costs."

O'Brien says that, depending on the city, reducing storm water runoff by installing a green roof may lead to additional cost savings by reducing "impervious area charges." Because of infrastructure problems, it's not uncommon for storm water to overflow into sewer systems. That overflow wreaks havoc on local streams, rivers, and lakes. Many cities are beginning to levy new charges to offset the cost of maintaining and upgrading storm drains that were built years ago, and haven't grown at the same rate as city populations.

Cost benefits aside, green roofing can create great opportunities for community building among students, staff, faculty, alumni, and the local community by involving the stakeholders as volunteers in the installation process. This September, American University's Office of Sustainability recruited more than 45 volunteers, including community members, for a green roof installation. Facilitated by DC Greenworks, the installation resulted in a 2,200 square foot expanse of sedum, a plant commonly used in green roofing, on two new roofs of the Kogod School of Business.

By working with volunteers, green roofing projects also provide ample opportunities for education and awareness. For example, students in sustainability programs or classes can use real world examples, both in the community and right on campus, to research storm water runoff and make recommendations for improvements. There are even opportunities for "on the job training" for the institution's facilities staff and grounds crews.

Now what? If you're thinking about pitching green roofing at your institution consider the following:

Is your roof a good candidate for a green roof? If you're renovating a building or building a new one and the roof is "going in new" it's a good candidate says O'Brien. Also work with an engineer to do an analysis to determine if the existing structure can support the weight of a green roof. Finally, if you're moving forward, check out Green Roofs for Healthy Cities at www.greenroofs.org to learn more about the process and find an accredited contractor.

You don't have to be in a big city or be at a big institution to install a green roof. All it takes is commitment to sustainability, a sound structure, good financial management, and some elbow grease.

See a video of AU's green roof installation at http://www.american.edu/multimedia/media-player.cfm?mediaID=0C567CD6-ABAF-6E92-4B0BDB775092805A

Resources:

Tracey Schelmetic (2010) Cool Roofs: The Best of Viking Technology http://news.thomasnet.com/green_clean/2010/07/27/cool-roofs-the-best-of-viking-technology/

District of Columbia Water and Sewer Authority, Impervious Area Charge FAQ site:

http://www.dcwasa.com/customercare/iab.cfm#faq

Green Roofs for Healthy Cities - http://greenroofs.org/

Defining Sustainability

By Stephen Nason,
NASPA Region 1 Sustainability KC

"Oh, and make it green, make it **sustainable** ('please' optional)…" More and more, Student Affairs professionals are hearing this phrase when planning projects and activities with senior administration. Sustainability is definitely something more than the latest fad. Sustainability is here to stay and the good news is that many in the know say it is something generally positive, but what is it?

The NASPA Region 1 Sustainability KC leadership team is current conducting an energetic debate about how to define *sustainability*. This question came up while the leadership team was looking over the design of the new web page for the KC and noticed that the word, "sustainability" was used eight times on a single web page without a single, clear definition to underpin its value. Perhaps we should define it? This should be a simple task for knowledgeable sustainability people, right? *Wrong*!

We all believe we know what sustainability is when we hear it mentioned in our day-to-day work and nowadays, sustainability or being green, is being mentioned more and more. However, I don't think we all think that sustainability means the same thing - rather, I think, we all put our own spin on its definition based on our own experiences. Therefore, the need to define "sustainability" is important so that we can all be on the same page when we say we need to be "sustainable."

The leadership team turned to the National Sustainability KC. After a bit of digging, we came up with the following definition: *Sustainability is defined in an inclusive way: encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations.*

Great! Now we should be all set and can finish that web page. However, a member of our leadership team pointed out that while it's a pretty all-encompassing definition, it doesn't give Region 1-ers enough to grab onto. This member was even having a hard time thinking of things the member was working on that didn't fit into that definition. The member suggested that our definition of sustainability needed to be something that is more targeted and more specific to our region.

Another member of our leadership team commented: "I agree. Like the definition of 'learning' as "a change in behavior," the definition of sustainability given includes more than what we mean by sustainability. Consider the learning example as an illustration: sleep is a change in behavior that is a not a change we would call 'learning'. The definition of 'learning' as "a change in behavior" is thus too broad or inclusive (it is also too narrow in that it excludes things we would call learning). In terms of sustainability, the concern seems to be how to **balance the needs of our current generations in an equitable manner with the needs of future generations and other life on the planet**…"

I agreed with my leadership team that our region one definition of sustainability needs to be more focused on Region 1. My first crack at making the definition of sustainability something more that Region 1 could sink its' teeth in:

The Region 1 sustainability KC defines sustainability as actions (including human and ecological health, social justice, and secure livelihoods) by student affairs practitioners that ensure a better world for all generations.

Bah! I didn't like it. It didn't seem like it captured what Region 1 is currently doing in the field of sustainability. It needed work, so I turned to my leadership team again. One of them made the following suggestion. "Perhaps we should consider how Tony Corese, president of Second Nature, defines 'sustainability' in the context of how we frame the problem:

"The *term sustainability was created to define how the world would meet the needs of the present without compromising the ability of future generations to meet their needs. The concept of sustainable development has proven a credible answer to early critics of the environmental movement who tried to frame the issue as one of "jobs versus the environment," Cortese said.*

I liked Corese's way of looking at sustainability and I think it could be readily applied to the day-to-day issues facing student affairs. To be sustainable in student affairs we need to make sure that while we continue to meet the needs of the present, we make sure that what we are doing now will not prevent us from meeting future needs of our profession. As a housing person, when I am planning a new residence hall, not only do I need to plan to meet the need of residents moving into it next year, but also to try to foresee the needs of residents ten and twenty years down the road.

To get back to defining sustainability for Region 1, I gave it another try: *The Region 1 Sustainability KC defines sustainability as a process in which the world would meet the needs of the present without compromising the ability of future generations to meet their needs.*

Is it perfect? No. Does it need more work? Absolutely! As one member of my leadership team remarked, however, it seems to more accurately capture the meaning of the sustainability movement with minimal ideological baggage. I am sure the debate of what defines sustainability will continue, but as long as we work to make sure that the actions that we are making today will not hamper future generations' work, we will be making the world and student affairs better today and tomorrow.

Now, I just need to finish that web page…

Contributing to Environmental Sustainability by Creating Sustainable Partnerships

By Tiffany T. Sanchez
Director of New Student Programs
American University

Introduction: Achieving environmental sustainability requires a clear vision, strong institutional leadership, community buy-in, a drive for results, and effective cross-divisional partnerships.

In July 2009, the *Princeton Review* released its Green Ratings of colleges and universities, ranking 15 universities with a score of 99 (the highest score possible). Last October, the Sustainable Endowments Institute released the 2010 College Sustainability Report Card, which gives each participating institution a grade for its sustainability efforts. Twenty-seven schools (including Arizona State University – Tempe, Dickinson College, Oberlin College, and Stanford University) were given the highest grade of A-.

What do these institutions have in common? They all use multi-pronged approaches that include support from high-level administrators, facilities management and dining services initiatives, student involvement, and educational initiatives. These initiatives include academic programs in subjects such as environmental studies and human ecology, and learning communities. These approaches all depend on successful, collaborative relationships.

A Bird's Eye View: The view from the President's Office is a long one. Leadership from the office of the president is one of the most important factors in higher education's contribution to environmental sustainability. Programs such as the American College & University Presidents' Climate Commitment create opportunities for championship which support these efforts.

As Judy Genshaft is President of the University of South Florida System, and President of the University of South Florida, which is one of the nation's largest and most comprehensive metropolitan research universities. In her remarks at the 3rd Global University Presidents' Summit last October, she said "It is ironic that in a time of too few resources, we cannot always afford to protect the limited ones we have. And that is why universities must take the lead as places where the brightest minds are unafraid to ask the hard questions and find those hidden answers. Universities must be places where innovation takes hold and changes the course of mankind. The challenge for universities is two-fold: to create an atmosphere where our best minds can fully investigate the forces that make life as we know it unsustainable and where researchers can develop new systems and processes to reverse the destructive path we are on. The very universities which have tackled the scourge of disease, unlocked the mysteries of the universe and allowed mankind to explore into outer space must tackle this challenge head on." Encourage your president to sign the American College & University Presidents' Climate Commitment if he or she hasn't already done so.

Keeping House: One of the most important things for schools to do as they begin sustainability efforts is to conduct an inventory. When you know where your emissions are coming from, you can take steps to reduce or offset them. One tool, created by the Association for the Advancement of Sustainability in Higher Education (AASHE), is called STARS (the Sustainability Tracking Assessment and Rating System). Institutions can use STARS to "gauge progress toward sustainability and be recognized for sustainability leadership."

The American College and University President's Climate Commitment has surveyed over 200 schools to inventory green house gas emissions. This information has helped higher education begin to own up to the fact that our energy use in offices, fitness centers, classrooms, parking garages, libraries, and residence hall rooms is making an impact on our environment. "Emissions of greenhouse gases associated with buildings may constitute as much as 40 percent of total emissions by the United States." (Fetcher, 2009) Since colleges and universities are typically made up of physical structures including buildings, our contribution is significant.

If keeping house begins with cleaning up our act at home, then the kitchen is one of the best places to look for ways to support sustainability initiatives. The College Sustainability Report Card reports the following key findings in their most recent report related to the category of Food and Recycling:

- More than four in five schools buy food from local sources.
- Nearly two-thirds of the schools have a community garden or farm on campus.
- Approximately nine in ten schools offer fair trade coffee and other food items.
- Over half of the schools compost food waste.
- Schools are offering food to match different dietary needs and preferences.
- Most schools (64 percent) report purchasing at least some cage-free eggs.

Two-thirds of the schools have instituted trayless dining programs.

To read the whole report, visit The College Sustainability Report Card at www.greenreportcard.org.

Continued on Pg. 10...

Contributing to Environmental Sustainability continued…

Letting students take the lead: It's a talented dancer that can take the lead AND follow on the dance floor. Institutions must not only take steps to reduce emissions and educate students but must also work with them outside the classroom to support student involvement in sustainability initiatives. This can be done by inviting students to participate in committee work, sit on boards of trustees, and initiate learning communities that deal with sustainability. Student leaders bring passion and new thinking to discussions about environmental sustainability. Student groups provide avenues for students to have an impact globally, locally, and campus-wide. They raise the awareness of the student body as well as that of faculty and staff.

Each One Teach One: Colleges and Universities, responsible for the education of the next generation of global leaders, have an obligation to challenge students to think critically about issues of environmental sustainability, to encourage research on the topic, and to empower students to employ creative solutions in sustainability efforts. "Nationwide, more than 100 majors, minors or certificates were created this year in energy and sustainability-focused programs at colleges big and small, says the Association for the Advancement of Sustainability in Higher Education. That's up from just three programs added in 2005." (Schmit, 2009)

Green education is one of the easiest ways for student affairs professionals to collaborate with faculty, using the university and the surrounding community as a laboratory for discovery. Learning communities, both residential and non-residential, provide students with opportunities to explore sustainability, intellectually and practically; usually (and literally) in their own back yards. One example, American University's Sustainable Earth seminar, is offered as a residentially based learning community for first-year students has the following goals:

- Examine the structure and function of Earth's major ecosystems,
- Evaluate the role of human activity in those ecosystems, and
- Assess the challenges of reducing our environmental footprint.

In his class, Professor Kiho Kim encourages students to "examine the structure and function of Earth's major ecosystems" in class and then challenges students to "evaluate the role of human activity in those ecosystems" right in their residence hall lounges, hallways, and rooms.

Conclusion: At Denver University's Jan. 2008 Provost Conference on Creating a Sustainable University: Strategies for Change, "DU Provost Gregg Kvistad said in the past five years, the discussion has gone from vague concepts of environmentalism to direct concern with sustainability and the real impacts being felt every day. **'Sustainability has become the prevalent concept," he said. "It is fundamentally inclusive… It implicates all of us.'"**

By sustaining our own relationships across campus and divisions, we can move toward a more sustainable future.

Resources:

Julie Schmit, (2009) USA Today, *As colleges add green majors and minors, classes fill up*

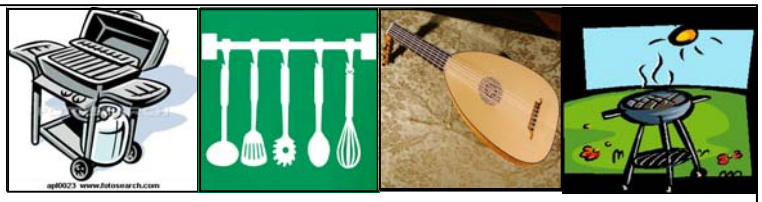
N. Fetcher, (2009) *Effects of Climate and Institution Size on Greenhouse Gas Emissions from Colleges and Universities in the United States.* Sustainability: The Journal of Record.

Green Ratings Press Release: http://www.princetonreview.com/green/press-release.aspx

The College Sustainability Report Card: http://www.greenreportcard.org/

The American College and University Presidents' Climate Commitment: http://www.presidentsclimatecommitment.org/

The Green Barbeque:



A Renaissance Event

By: Dorsey Spencer Jr.

Assistant Director of Campus Activities and Programs

Bucknell University

Do you want to have a large event that promotes sustainability? Are you looking for an event that can incorporate the entire campus community? If so, then one event to consider having on your campus is the green barbeque.

The green barbeque is a campus event where barbeque-associated food is served
and some sort of entertainment is provided. However the goal is to leave the smallest ecological footprint reasonably possible.

This can be made possible in a variety of ways that include recycling, composting, using biodegradable materials, using solar power, etc. The green barbeque can be seen as the renaissance event because just as the Renaissance man or woman is an individual who excels in several areas, this kind of event can make a similar claim.

The objectives of the event are to begin or at least contribute to campus sustainability efforts, to bring the campus community together, and to promote awareness of environmental and sustainability issues. The remainder of this article will provide a few suggestions to execute a successful green barbeque.

Since the event is a green barbeque, it would not make much sense to waste tons of paper on posters, banners, flyers, and invitations. To do this would negate the purpose of the event. This is a common error. In this day and age, and especially in reference to green events, technology is one of your best resources. One may use websites, email, message boards, telephones, text messaging services, social media, radio, and television to promote the event.

Websites such as Facebook and twitter have proven to be very effective marketing tools when trying to reach students. In the event that these tools are not accessible to you, then strategically placing a few large posters or banners can also be effective.

Food is a very important aspect of the green barbeque. It is preferable to use local and organic food. Plates, cups, napkins, and utensils should be either paper (recycled-content) or biodegradable. This will vary based on the item and budget.

There should not be any cans or bottles used. Beverages should be served from jugs or coolers. Condiments should not be in individual packets but rather served in bulk like in a bowl.

A method of environmentally friendly disposal must be identified. For example composting, recycling, etc. may be used. This may prove to be a difficult task based on the location and size of your institution. Additionally, biodegradable trash bags may be used for waste that can and cannot be recycled or composted.

There are many other ways to make sure your event is green. For more information please go to:

http://sustainability.ucsb.edu/purchasing/docs/pubs/Bridging-the-Gap-Green-Event-Manual.pdf

While it may take a little more effort and in some cases more resources, a green barbeque is a worthwhile campus wide event that

can be enjoyed by all. I encourage more colleges and universities to have this event or similar green events. It is a great opportunity to build campus community and awareness.

Want to Write a Newsletter Article?

The SKC needs authors for its quarterly newsletter. We surveyed SKC members about topics they want in the newsletter. They want to read about sustainability and social justice; student government and environmental organization collaborations; greening orientation; green teams - campus partnerships; and sustainability, health and wellness. Those topics are of particular interest, but any sustainability topic that would interest student affairs professionals nationally, and does not promote a business, is welcome.

For examples of appropriate newsletter articles, please consider this newsletter and/or our past newsletters (on our website). Appropriate photos, charts or other graphics are encouraged. If you want to write an article, please email your desired topic to SKC communications director Bruce Smith for approval at bruce.smith999@gmail.com. The deadline for submitting an article for the January edition is Sat. 1/8, so you have plenty of time. Please email your article to Bruce.