

1. Cover Sheet

Center Review Self-Study

Official name of the center/institute: Center for Sustainability

Director: John Bock, Professor of Anthropology

College of Humanities and Social Sciences

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Year of last review: 2015

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2. Mission and Goals

What are the mission and goals of the center/institute?

The Center for Sustainability's fundamental mission is to build capacity on campus and bring together members of the campus community from all divisions to work together to make Cal State Fullerton a leader in educational practice, research, and community engagement related to sustainability, as well as the implementation of sustainable practices on campus and in the greater community. The Center supports student learning by increasing access to high impact practices related to sustainability and promoting inclusion of sustainability-centered topics in the curriculum. The Center increases the educational and pedagogical capacity of the university faculty and community in relation to sustainability by assisting with external and internal grant-seeking and other professional activities by faculty and other members of the university community, as well as facilitating faculty collaboration. The Center conducts public education programs and works with student groups to coordinate efforts to raise awareness about sustainability and to increase the level of sustainability in campus operations and activities.

In support of this mission, the Center has seven interrelated goals:

- Raising awareness and building capacity regarding sustainability on campus through the Center web portal and interactive events
- Supporting sustainability-related educational activities by students and faculty through developing curriculum, supporting high impact experiences such as internships and service-learning, and providing a base for student organizations
- Enhancing faculty capacity by promoting collegial interaction
- Engaging community organizations and institutions in sustainability-focused activities
- Acting as a resource center for developing research related to sustainability, including logistic support; and facilitating extramural grant acquisition
- Coordinating sustainability-related activities across campus
- Initiating and supporting efforts to make the campus environment more sustainable

Which university mission and goals does the center/institute best align with?

The Center for Sustainability's mission and goals align with Goals 1-4 from the University 2013-2018 Strategic Plan (SP):

Goal 1 (G1): Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.

The Center's mission, goals, and activities closely align with CSUF SPG1. The Center supports high impact experiences at the curricular level, such as service-learning and internships, and at the co-curricular level through support of student groups. In addition, the Center has supported the development of sustainability-related curriculum at the course and programmatic level.

Sustainability, in all its dimensions, including the social/cultural, economic, and environmental components challenges society on a number of levels. By participating in high impact experiences supported by the Center, students gain skills in navigating the complex dynamics in creating a future that is socially just, economically viable, and environmentally stable. The knowledge, social awareness, and critical thinking skills gained that are specific to the topic of sustainability are in demand within the workforce among government entities, non-profits, and among major corporations.

Goal 2 Improve student persistence, increase graduation rates Universitywide, and narrow the achievement gap for underrepresented students.

In addition substantial research has shown that students who engage in the constructivist and experiential approaches to learning that the Center supports have higher rates of retention and more direct progress towards graduation. These benefits are especially important among students from underrepresented groups.

Goal 3 Recruit and retain a high-quality and diverse faculty and staff.

The Center's support of faculty activities, including providing stipends and other direct support, helps contribute to a positive work environment.

Goal 4 Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.

The Center for Sustainability's mission, goals, and activities are closely aligned with this goal. The Center was initiated with a three year federal grant, and has actively pursued and obtained external and intramural support.

What are the departmental or college-level missions or goals that the center/institute strives to attain?

Consistent with the College of Humanities and Social Sciences mission and goals, the Center for Sustainability emphasizes learning, teaching, research, and community engagement related to the social justice, economic viability, and ecologically sound ethos of sustainability to "educate students to be culturally, globally, socially, historically and environmentally astute, civically responsible alumni able to navigate an increasingly complex and interconnected world." The Center's support of student learning contributes to "class materials and activities, co-curricular activities, and off-campus opportunities that foster students' development as productive members of society with global awareness, cultural sensitivity, and social responsibility" and "provide[s] mentoring, service-learning and other course-related opportunities that prepare students to enter the local and global workforce." Additionally, the Center strives "to design and employ opportunities for students to develop transferable skills in scholarly/creative activity of the humanities and the social sciences, project-based learning, teamwork, social networking, and the ability to present themselves as professionals,,[t]o serve as a resource to local and regional communities in fostering an understanding and appreciation of the humanities and social sciences, as well as in supporting community education and welfare...[and t]o provide local, regional, national, and international communities with opportunities both on- and off-campus to engage intellectually and professionally with the scholars and students in our College."

3. Activities:

What activities took place in the most recent three-year period?

2017-2018

- Support of service-learning at Fullerton Arboretum, Fall 2017 and Spring 2018
- Support of U-ACRE internships at 10 community partners and U-ACRE web presence
- Social media reach: Facebook approximately 500 page likes, Twitter: over 700 followers
- Event organized and financially supported: 5th Annual OC K-12 Sustainability Showcase,

March 31, 2018, TSU. Co-sponsored with ScienceOC and the U-ACRE Project

- Coordination and logistic/financial support of 10th Annual CSUF Earth Week celebration, April 17-24, 2018, various locations on campus. Co-sponsored with ASI, CSUF Parking & Transportation, Fullerton Arboretum. Participation by numerous student organizations and community exhibitors/vendors
- Consulting and logistic support of student-curated Begovich Gallery exhibit, Reclaimed Landscapes: The Art of Jarod Charzewski, April 7-May 17, 2018

2016-2017

- Support of service-learning at Fullerton Arboretum, Fall 2016 and Spring 2017
- Support of CSU system-wide sustainability minor initiative
- Co-sponsored lecture and book-signing, "Up on the Farm." Joyce Kinhead, March 1, 2017
- Support of Campus as a Living Lab Program
- Support of UniverCity Project
- Support of U-ACRE internships at 10 community partners and U-ACRE web presence
- Event organized and financially supported: 4th Annual OC K-12 Sustainability Showcase, April 20, 2017, SG Mihaylo Hall. Co-sponsored with United Way OC
- Coordination and logistic/financial support of 9th Annual CSUF Earth Week celebration, April 17-25, 2017, various locations on campus. Co-sponsored with ASI, CSUF Parking & Transportation, Fullerton Arboretum. Participation by numerous student organizations and community exhibitors/vendors
- Logistic support of UC/CSU Climate Knowledge Action Network meeting CSUF, March 24, 2017
- Grant submitted to USDA NIFA AFRI program with CSUF, Santa Ana College, and Fullerton College faculty (not funded)
- Grant submitted to USDA NIFA HSI Education program with CSUF, Santa Ana College, and Fullerton College faculty (funded)

2015-2016

- Support of service-learning at Fullerton Arboretum, Fall 2015 and Spring 2016
- Support of CSU system-wide sustainability minor initiative
- Support of U-ACRE internships at 10 community partners and U-ACRE web presence
- Event co-organized: 3rd Annual OC K-12 Sustainability Showcase, April 15, 2016, CSUF. Co-sponsored with CSUF Government Relations, CSUF College of Education, College of Natural Sciences and Mathematics, Anaheim Union High School District, Orange County Department of Education, and financed by United Way OC.
- Coordination and logistic/financial support of 8th Annual CSUF Earth Week celebration, April 17-24, 2016, various locations on campus. co-sponsored with ASI, CSUF Parking & Transportation, Fullerton Arboretum, and CSUF Facilities Management. Participation by numerous student organizations and community exhibitors/vendors
- Support of Campus as a Living Lab Program
- Grant submitted to USDA NIFA AFRI program with CSUF, Santa Ana College, and Fullerton College faculty (not funded)

How were specific activities conducted during the most recent three-year period directed toward meeting the aforementioned mission and goals?

The activities group into three areas:

- 1) Support of CSUF SG1 and HSS mission and goals through high impact experiences in service-learning and internships, and curriculum development;
- 2) Support of CSUF SG 1 and 2 and HSS mission and goalsthrough community engagement and outreach;
- 3) Support of CSUF SG 4 and HSS mission and goals through entrepreneurial activities including grant proposals and networking.

In addition, the Center supported leadership efforts by assistant and associate professors in the UC-CSU Climate Knowledge Action Network and UniverCity Project.

Several of these activities received both in-house and external media coverage including in the OC Register, KABC TV, and CBS2LA.

4. Organizational Structure and Governance

What is the center's/institute's organizational and governance structure?

The Center for Sustainability has a director who receives no specific institutional support for this role.

Does the center/institute operate with a formal Advisory Committee or Governing Board?

The director is supported by an Advisory Board.

If so, what is the composition of that group and the frequency of meetings?

The Advisory Board is composed of no more than two tenure-track faculty members from each college, plus one member from other divisions, and meets semi-annually.

What roles and oversight duties are the committee or board generally engaged in, and in what ways was the committee or board particularly impactful during the review period?

The Advisory Board contributes to the establishment of specific goals and objectives. The Board has provided information about important opportunities for the Center. In addition, the Board provides an informational and networking base that is inclusive of all curricular and co-curricular elements.

If there is no advisory or governing group, then what is the rationale for not having such participation in the decision-making process?

N/A

5. Resources and Sustainability

List the revenue received by the center/institute during its latest three years of operation.

\$9,000 United Way OC

What additional resources/sources of support does the center receive (e.g., assigned time for leadership, baseline budget amount, hours from community volunteers, unpaid student internships, etc.)?

The director received assigned time from the Division of Anthropology in Spring 2017. In addition, many of the Center's activities are tied into service-learning in courses taught by several faculty members. There is no baseline budget from the university. Community volunteers participate in both the Earth Week and OC K-12 Sustainability Showcase events annually, with approximately 100 person/hours. Students work with the Center through unpaid internships and service-learning. Over the three years, on average the student engagement was approximately 30 hours per week.

Provide a summary of the number of faculty and staff affiliated with the center and approximate time base of each.

There is no budget for faculty and staff. There are on average ten faculty members who engage with Center activities on a regular basis.

What assigned space does the center occupy and what administrative unit assigns that space? Are there costs related to the space?

The Center occupies LH-321A, allocated by the College of Humanities and Social Sciences. This space is used by graduate student and undergraduate student interns to work on projects associated with the Center. There is no separate cost for the space.

Comment on the "degree of sustainability" of the center/institute in relation to the resources that the center/institute has to draw upon and in relation to plans to maintain, reduce, or grow the work of the center/institute

During the initial five years of the Center, one federal grant, several intramural grants, and fundraising provided approximately \$450,000. These funds were allocated to faculty support through assigned time and stipends, and student support. In 2015 and 2016 the Center was the lead on two USDA NIFA AFRI grant proposals, that incorporated the U-ACRE Project, whose mission is closely aligned to that of the Center, faculty from CSUF, Santa Ana College, and Fullerton College. At the same time, the Center was a collaborator on USDA NIFA HSI Education Program grant Program with the U-ACRE Project as the lead and the same faculty from CSUF, Fullerton College, and Santa Ana College as collaborators, as well as one colleague from UC Santa Barbara. Of the three proposals, the latter was funded, and the Center has increased its support for the U-ACRE Project, providing space for U-ACRE fellows, integrating the U-ACRE service-learning program, and hosting the U-ACRE web presence. The director receives one course assigned time from this grant, which is matched by the College of Humanities and Social Sciences.

The NIFA HSI Education Program grant is completing the second of four years of funding. As part of this collaborative team, the Center plans to be the lead on two USDA NIFA grant submissions next year. If one or both is funded, that would provide additional baseline support for the Center as well as additional student and faculty support.

6. Highlights and Accomplishments

Discuss any special reports, products, or activities that reflect accomplishments of the center/institute in its most recent three-year period.

Each year Earth Week receives media attention. Last year, the activities of service-learning students and an ENST master's student were the focus of a feature article in the Orange County Register as well as a brief segment of the KABC TV nightly news. The Center's support and hosting of the OC K-12 Sustainability Showcase led to Anaheim Union High School District receiving a Golden Bell Award from the California School Board Association in 2015. The Center for Sustainability was recognized as part of U-ACRE's award for Best Practice in Academics (Arts, Humanities, and Social Sciences) at the California Higher Education Sustainability Conference in 2017.

In what ways have these accomplishments contributed to the impact of the center/institute?

Activities and projects supported by the Center have raised its profile within the university and in the community. The Center's collaboration with ASI for Earth Week began with the Center's origination. Cal State Fullerton's Earth Week celebration is widely recognized across southern California.

In what ways have they contributed to the mission of the college or university and/or to the goal of promoting faculty and student research and engagement?

Through the Center's collaboration with the Arboretum, in any year over 200 students engage in high impact experiences through service-learning. This includes students from at least five colleges. Without the Center hosting the scheduling and login system, the Arboretum would be unable to meet the demand. These efforts were noted in contributing to the Arboretum being one of 20 worldwide botanical gardens receiving the highest possible accreditation. Students engaged through the Center's supported service-learning and internship activities have engaged in wide range of research projects, resulting in several master's projects, including two completed MS in Environmental Studies projects in 2017. Each year, several hundred community members come to campus as part of events organized by the Center for Sustainability, including K-12 students for the OC K-12 Sustainability Showcase and Earth Week. Cal State Fullerton students mentor these students in projects and presentations, and have conducted assessment of the K-12 students' learning through these activities.

7. Planning and Strategic Outlook

What is the nature and formality of the center's/institute's strategic planning process?

Each year, the director presents a review of the previous year's goals and accomplishments to the Advisory Board. The Advisory Board members provide feedback through an iterative process to establish the subsequent year goals. These goals are directly tied into the grant-getting and fund-raising activities of the Center, such as grant and proposal writing.

What are the goals of the center/institute for the coming three-year period and to what extent are the center's/institute's resources aligned with those goals?

In the coming three years, the Center will continue its three-pronged efforts in education, research, and outreach concerning sustainability. A goal will be to secure additional external support as the current funding period comes to an end in August 2020.

If the leadership of the center/institute believes that some or all of the activities and operations of the center/institute need to be substantially modified, refocused, or discontinued, please explain the rationale and potential timeframe for the viewpoint.

The Center should continue its efforts in supporting service-learning, internships, inclusion of sustainability within the curriculum through high-impact practices, supporting faculty and student research, and community outreach and engagement. Although the original conception for the Center was to grow into an Institute of Sustainability that had two components, academics/student learning and campus operations, the change in administrative personnel and priorities over the last eight years makes that an unlikely prospect in the near term. The Center will continue its excellent collegial and collaborative relationship with Facilities Management, but steps toward an Institute that had been agreed to in the past such as integrating websites will not be actively pursued. One model pursued by many CSU campuses, as well as some UCs and others, is to integrate academic affairs and student government into one Center for Sustainability, housed in the student union and supported by a split baseline from both the campus and ASI.