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Campus as a Living Lab: Community Centered Environmental Service Learning

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Objective: The purpose of this assignment is to give students the opportunity to apply course concepts in a real-world setting and to allow students to work collaboratively to create new approaches to addressing environmental sustainability at CSUSB. In the Fall Quarter of 2018, GEOG 390 students will partner with CSUSB Housing and Residence Life (<https://www.csusb.edu/housing>) and Inland Empire Resource Conservation District (IERCD: <https://www.iercd.org>) staff to develop sustainability minded education materials and programs for campus residents. Results of this project will support partner efforts and assist with expanding sustainability initiatives at CSUSB.

Project Site Background: California State University, San Bernardino was established April 29, 1960, when legislation was enacted to found San Bernardino-Riverside State College. In 1963, the California State College system's board of trustees selected a 430-acre site in north San Bernardino to build the campus, and the college's official name was changed to California State College at San Bernardino. The campus expanded its presence into the Coachella Valley in 1986 with the opening of a Satellite Campus, CSUSB-Palm Desert. Today, this campus features four buildings, all built entirely without state funds with more than \$40 million raised from foundations, municipalities and private gifts.

During the Karnig presidency, the campus constructed or expanded more than 1.5 million square feet of facilities, including the education building, social and behavioral sciences, chemical sciences, several corporation yard facilities, the enlarged student union, expanded health center, the student recreation and fitness center, two parking structures, and three new apartment complexes to accommodate 1,500 students, a new nursing laboratory, a privately funded water conservation demonstration garden, the privately funded Murillo Family astronomical observatory, and the Veterans Success Centers.

In the early 2000s, CSUSB achieved records in enrollment, diversity of faculty and students, grant and contract funding, overhead funds, fundraising and international program development. During that time the university developed more than a dozen highly active research and service centers over the past 15 years, including Watson and Associates Literacy Center, the William and Barbara Leonard Transportation Center, Inland Empire Entrepreneurship Center, Palm Springs Center for a Sustainable Environment and others focused on issues as diverse as water, economics education, developmental disabilities, global economics, hate and extremism, Middle Eastern and Islamic studies, child development, indigenous peoples, health disparities, criminal justice, learning, public opinion, recidivism, and many more. In 2012, "Sierra" magazine named CSUSB as one of "America's Coolest Schools" as a reflection of leadership in the area of sustainability (CSUSB History, 2017).

For more information please visit: <https://www.csusb.edu/about-csusb/history-csusb>

Fall 2018 Project Scope: During the Fall Quarter of 2018 GEOG 390 students will assist CSUSB Housing and Residence Life program to develop educational programs aimed at promoting sustainable agriculture and water resource management. The purpose of this initiative is for students to learn how collaborative partnerships can assist with educating the public through environmental stewardship based activities that collectively aim to reduce human impacts to Earth systems and related resources. This is an important component of supporting sustainability on our campus because the CSUSB Master Plan call for a major increase in on campus housing over the next decade. The Fall 2018 Campus as a Living Lab Project will serve as a pilot program that may support future campus residential education programs as well as the expansion of the CSUSB Sustainability Living and Learning Community.

Students in this course will work collaboratively (as a single team or smaller teams depending on class size) to develop and implement education and outreach strategies that assist CSUSB Housing and Residence Life and IERCD staff with achieving their goals of increasing community participation through environmental stewardship. Two primary focal points will include the use of the residential community gardens and the water conservation garden on campus to promote sustainable agricultural practices (i.e. farm to fork) and water resource conservation at both the individual and community levels.

In order to achieve the goal of developing education and outreach activities for CSUSB campus residents GEOG 390 students will be asked to participate in a series of activities that are not limited to the following:

1. Attend (during lecture time) an education program to learn about the Inland Resources Conservation District (IERCD) and CSUSB Housing and Residence Life efforts related to sustainable living.
2. Communicate effectively with the course instructor, group members and project partners to ensure that task and activities align with program goals and they are being achieved on time.

3. Develop educational materials and outreach strategies that are approved by the instructor and project partners prior to distribution.
4. Actively participate in developing and executing a “peer to peer” education program for CSUSB campus residents.

Success in achieving these goals includes implementing the following activities:

Note: These are general baseline goals and students should challenge themselves to exceed these expectations.

- Familiarize yourself with course concepts and real-world practices so that you can better understand the components of the *program goals and objectives as defined by project partners and GEOG 390 students*.
- Work with community partners to identify the program topic and intended audience/participants.
- Develop a clear and consistent line of communication with team members regarding findings and progress. Dr. Alford has developed a discussion board for this purpose that students are strongly encouraged to utilize.
- Research education based programs, including those currently provided by our project partners, and develop a program that is useful and engaging for the identified audience/participants.
- Present a report in both written and oral form at the conclusion of the semester (see syllabus for specific deadlines).

Grading Criteria:

Team Communication: Consistent communication with your team members is essential in providing a comprehensive, inclusive final product/recommendations. Each group member is expected to keep a clear line of communication with the group as a whole. Dr. Alford has developed a BB discussion forum so that everyone in the group is notified of individual progress and roadblocks - this is to ensure that members are not “left out to the loo”, which can lead to both confusion and an inefficient use of time. Each individual is expected to post their weekly progress regarding the “Campus as a Living Lab” project at least 1 time each week. In addition, if a group member poses a question or needs assistance, other group members should reply within 48 hours (even if you are not able to help). This will require you to check the BB discussion forum on a regular basis.

This criteria is worth 15 points of your final grade.

Quality of Written Work: Written communication serves as a platform to give detailed information related to your project’s objectives and goals, the steps you took to achieve the goals, roadblocks encountered and your final recommendations. It should serve as a “roadmap” to readers. The general outline of the final written report should include (at a minimum) the following sections:

- Introduction: This includes a brief overview of the general topic of sustainability, particularly as it related to the campus setting, why it is important in this setting/context, and what unique opportunities the CSUSB campus presents to include sustainability initiatives. At the end of this section a clearly written set of goal(s) and objective(s) should be stated. The introduction gives the reader a lot of general information including a “why should we care” statement and a general outline of the paper.
- Project Location/Study Site - Include an overview of the physical location of the CSUSB campus and some of the unique aspects of CSUSB, especially our campus and community members, by addressing the three pillars of sustainability (environment, social and economic).
 - Background of Sustainability at CSUSB to date.
 - Resilient CSUSB Plan
 - Housing and Residence Life Sustainability Plan
 - Current sustainability practices implemented on campus.
 - Identify a few efforts to date that can be specifically from the plans noted above and or other efforts.
 - Consider including a map of the campus highlighting current “green” infrastructure and sustainability initiatives.
 - Background of our community partners and their role in implementing the program. Note how their knowledge and experiences will enhance the project.
- Outreach and Education Methods: Outline specific strategies to identify and reach out to your intended audience.
- Program Assessment: How do you intend on assessing the success of your efforts?
- Discussion of Findings: Synthesize your finds - What story do they tell? Are there commonalities among/between groups/clubs, major differences, etc? How do you findings align with (or not with) the *Resilient CSUSB* plan?

- Recommendations: What are some overarching recommendations for our campus community related to sustainability for campus residents?

The final written report should be between 10-12 written pages of text (Times New Roman font, 12 point, double spaced). Images, figures, charts, etc. are not included in the final page count.

This criteria is worth 45 points of your final grade.

Oral Presentation: This element of the project allows team members to verbally express the primary goals, objectives, findings, and recommendations of the project through creative visual aids. There are three essential elements of effective oral presentations: nonverbal elements (eye contact, body language, poise), verbal skills and content. There is an “Oral Presentation Rubric” on BB (located in the same file area as lecture ppts) outlining specific details related to this grading criteria. Each team member will be expected to contribute to the oral presentation.

This criteria is worth 30 points of your final grade

Professionalism: Supporting a collaborative environment in which individuals can openly share and express their ideas is essential in creating a mutually respectful learning environment. In addition, being a reliable team member that consistently communicates and contributes to project goals and objectives is also important. **This project requires that you maintain professionalism at all times because you will not only be representing yourself and the Department of Geography and Environmental Studies in the campus community, you will be developing or enhancing existing relationships that need to be sustained well beyond your tenure at CSUSB.** This criteria also extends to your team members and peers inside and outside the classroom. Failure to do so may result in you being excused from the project (resulting in a grade of 0) and or being dismissed from the course.

This criteria is worth 10 points of your final grade

References:

CSUSB History (2017). Retrieved from <https://www.csusb.edu/about-csusb/history-csusb> on July 3, 2017.

Project Resources:

CSUSB Housing and Residence Life Website: <https://www.csusb.edu/housing>

CSUSB Living and Learning Communities: <https://www.csusb.edu/housing/life-campus/living-learning-communities>

CSUSB Office of Sustainability: <https://www.csusb.edu/sustainability>

Resilient CSUSB Sustainability Plan: <https://www.csusb.edu/sustainability/resilient-csusb-plan>

CSUSB Water Conservation Garden: <http://wri.csusb.edu/sbv%20water%20conservation%20garden.html>

CSUSB Master Plan: <https://www.csusb.edu/master-plan>

IERCD: <https://www.iercd.org>

IERCD Education: <https://www.iercd.org/education>

UC Davis Sustainable Living and Learning Community:

http://devar.ucdavis.edu/local_resources/.../sustainable-living-learning-community.docx

Article: 19 ways CSU Campuses are Championing Sustainability

<https://www2.calstate.edu/csu-system/news/Pages/19-Ways-the-CSU-Champions-Sustainability.asp>

Article: UC Davis Agricultural Sustainability Institute Living and Learning Communities

<http://asi.ucdavis.edu/blog/posts/student-farm/students-are-leading-the-master-vision-plan-for-asi2019s-sustainable-living-and-learning-communities>

CSU System Sustainability Report, Policies and Programs:

<https://www2.calstate.edu/impact-of-the-csu/sustainability>