

Environmental Leadership through Campus Project Teams: Green Structures for Linking Students, Faculty, and Staff

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Abstract:

Traditional leadership models and organizational structures are an impediment to the full realization of the mission of most campus sustainability offices. At the University of South Carolina, applying green values across the campus has gone beyond transforming the curriculum and the daily lives of students, faculty, and staff. Recent efforts have focused on transforming the leadership, structure, and culture of campus sustainability organizations themselves, following green principles of decentralization and grassroots democracy and incorporating an extensive leadership training program based on the social change model of leadership development (Komives & Wagner, 2009). The result has been the creation of Sustainable Carolina, a campus sustainability organization that provides a model of a “green structure” for the kind of environmental leadership and organizational culture ultimately necessary for a sustainable campus and society.

Keywords: sustainability | green values | green leadership | higher education | sustainable learning communities

Book chapter:

Traditional leadership models and organizational structures are an impediment to the full realization of the mission of most campus sustainability offices. At the University of South Carolina, applying green values across the campus has gone beyond transforming the curriculum and the daily lives of students, faculty, and staff. Recent efforts have focused on transforming the leadership, structure, and culture of campus sustainability organizations themselves, following green principles of decentralization and grassroots democracy and incorporating an extensive leadership training program based on the social change model of leadership development (Komives & Wagner, 2009). The result has been the creation of Sustainable Carolina, a campus sustainability organization that provides a model of a “green structure” for the kind of environmental leadership and organizational culture ultimately necessary for a sustainable campus and society.

The mission of Sustainable Carolina is to educate and transform the campus and community by providing students, faculty, staff, and community members with leadership opportunities for exploring and implementing the changes required to create a sustainable society. Integrative learning is at the core of our green leadership philosophy, which promotes individual development and ecological thinking through the application of knowledge in a collaborative process that leads to social change. Participation in the largely student-led project teams within Sustainable Carolina provides experience in integrating theory and practice and in using knowledge for the transformation of the campus and community. Underpinning all programming is a leadership dimension promoting the leadership capacities of everyone involved, from staff members to campus residents to the entire university community. In this chapter, we discuss (a) the structure and processes of Sustainable Carolina, (b) the background and development of a green leadership model, and (c) the leadership training and professional development strategies required to successfully achieve our organizational mission.

Structure and Process of Sustainable Carolina

Sustainable Carolina is the campus leadership organization for sustainability education and advocacy at the University of South Carolina. It was formed in January 2010 through the integration of three major sustainability-related organizations on campus: the Office of Sustainability, the Learning Center for Sustainable Futures, and the Green (West) Quad Living-Learning Community. Project teams are the core operating unit within Sustainable Carolina, and each of the 17 project teams contributes to one of the four “campaigns” of Sustainable Carolina: (a) promote campus-wide integrative, ecological thinking, (b) build campus capacity for engagement and transformation, (c) promote sustainable management of campus resources, and (d) build a green organization. Project teams typically have between three and eight members, and most of the staff members of Sustainable Carolina participate in two project teams. Teams are focused on topics such as campus food systems, transportation and energy, sustainable design, campus planning, experiential learning, global sustainability, assessment, marketing, and curriculum (see Box 1 for a complete list of project teams). The project team structure is designed to provide an entry point for any individuals or organizations interested in becoming active on sustainability issues, offering coordination and support for the multiplicity of ongoing sustainability efforts, and creating a model for a green organizational culture.

Box 1. Campaigns and Project Teams for Sustainable Carolina, January 2012

Campaign 1: Promote Campus-Wide Integrative, Ecological Thinking

- *Curriculum Team*: Strengthen and expand campus-wide curricular opportunities.
- *Campus-Wide Programming Team*: Build campus-wide green education, awareness, and sustainability programming and events.
- *“Greening the Mind” Team*: Promote green pedagogy, green philosophy, and green lifestyles.
- *Experiential Learning Team*: Promote experiential and service learning, undergraduate research, and opportunities in the natural world.
- *Global Sustainability Team*: Promote education, research, and action on sustainability (including social justice issues) across the globe.

- *Green Quad Community Education Team*: Promote integrative learning and green exploration for residents of the Green Quad Living-Learning Community.
- *Eco-Reps Team*: Promote and expand sustainable living practices in on-campus and off-campus student housing.

Campaign 2: Build Campus Capacity for Engagement and Transformation

- *Campus Planning Team*: Coordinate campus sustainability policy and planning and support campus “Green Teams.”
- *Green Leadership Team*: Train and support campus sustainability leaders and Sustainable Carolina staff.
- *Assessment Team*: Assess campus sustainability, Sustainable Carolina project teams, and individual staff members.
- *Marketing Team*: Coordinate marketing, public relations, and campus and community outreach.
- *Local Environmental Action Team*: Promote education, research, and action on local environmental and social justice issues.

Campaign 3: Promote Sustainable Management of Campus Resources

- *Campus Food Team*: Promote research, education, and action on sustainable food systems.
- *Recycling Team*: Promote research, education, and action on recycling and freecycling.
- *Transportation and Energy Team*: Promote research, education, and action on sustainable transportation and energy systems.
- *Built Environment Team*: Promote research, education, and action on sustainable landscaping, sustainable design, and green building technology.

Campaign 4: Build a Green Organization

- Green Council
- Coordinating Council
- Administrative Team

SOURCE: Sustainable Carolina, University of South Carolina (n.d.).

Some project teams have specific “managerships,” which are designated responsibilities related to the team. For example, the Marketing Team has a Newsletter/Public Calendar Manager who writes the weekly newsletter and manages the public online calendar of events, a Social Media Manager who coordinates our presence on Facebook and Twitter, a Website Manager, and a Listserv Manager. Similarly, the Campus Food Team has a Garden Manager, a Kitchen Manager, and a Compost Manager, and the Administrative Team has a Budget Manager. Other managerships are better characterized as liaison roles, either with other campus organizations (such as the Outdoor Recreation Liaison and the Net Impact Liaison) or with community organizations (such as the Sierra Club Liaison, the Macrobiotic Food Group Liaison, and the Keep the Midlands Beautiful Liaison).

At the beginning of each semester, the membership and leadership of the project teams are adjusted in response to changing interests of continuing staff, the arrival of new staff, and the

graduation or departure of other staff. To establish continuity across semesters, each project team begins the new semester with an extensive set of background materials: a list of team goals, a history of the team's previous programs and activities, a list of the Sustainability Tracking, Assessment & Rating System (STARS) criteria related to their goals, and explicit guidance about the consensus decision-making process that should guide their meetings and operations. (STARS is a framework developed by the Association for the Advancement of Sustainability in Higher Education for measuring campus sustainability.) Goals for each team are based on the campus sustainability plan, the recommendations made at the annual campus Earth Summit process, and the national standards for campus sustainability. Teams are encouraged to set priorities within their goals and determine their strategies for attaining them. Part of this process is for each team to train and mobilize its own members and then to identify potential partners on campus and in the community, both individuals and organizations, and involve them in as much of the planning and implementation as possible. Teams also integrate assessment efforts into their programs and are responsible for maintaining written documentation for programs and training activities so that their initiatives can have continuity in future semesters.

The contribution of each staff member to his or her team is based on a system of "labor credits." Each labor credit is equivalent to one hour of work, regardless of the type of work, and each staff member is responsible for a certain number of labor credits each semester, depending on his or her role. Full-time staffers are required to contribute 638 labor credits each semester, while graduate assistants contribute 320 credits, graduate interns contribute 210 credits, and undergraduate interns and staff contribute 150 credits. Approximately 80% of each staff member's labor credits are earned through work on his or her assigned project teams. Other sources of labor credits include (a) attending Sustainable Carolina events (at most one per week), (b) attending staff development workshops (one hour per week), (c) attending staff meetings (Coordinating Council or Green Council), (d) working in the Carolina Community Garden, (e) outreach time working with other campus or community organizations, and (f) vacation (at most 5% of total required credits). All work on designated holidays (fall equinox, spring equinox, Earth Day) counts for double credit.

During the fall 2011 semester, Sustainable Carolina had 46 staff members, including undergraduate interns (8), paid undergraduate assistants (8), undergraduate residential assistants (10), graduate interns (1), graduate assistants (7), faculty members (1), full-time staff members (some reporting officially to other units but involved significantly with Sustainable Carolina project teams) (7), and volunteer community members (4). All teams are a mix of students, faculty, staff, and community members, and each team has a project coordinator, typically a graduate or undergraduate student but sometimes a staff person. Student staff members typically come from a wide variety of backgrounds, including majors in humanities (philosophy, English, religion), social science (geography, political science, social work), science (biology, environmental science, marine science), business, engineering, and public health. All staff members participate in a series of leadership development workshops created by the Green Leadership Team that provide orientation and training on a broad set of organizational and decision-making skills. The Assessment Team is the central accountability mechanism in the structure, monitoring both the performance of individuals and the process and performance of teams.

Once a month, the entire staff assembles as the Green Council, and those meetings are devoted to community building, the exchange of updates related to the activities of each project team, and training by the Green Leadership Team related to any organizational problems or successes that may have emerged since the last council meeting. Between Green Council meetings, the Coordinating Council, made up of all the graduate students and full-time staff in the organization but open to all staff, meets weekly to approve, through a consensus process, all project and policy proposals from the project teams. Two aspects of the Coordinating Council are notable for the overall success of Sustainable Carolina. First, the Coordinating Council brings together most of the primary stakeholders in campus sustainability education, including the director of the Office of Sustainability, the sustainability coordinator for the Housing Department, the campus recycling coordinator, the sustainability coordinator for the Facilities Department, the residence life director for the Green Quad, the faculty principal of the Green Quad, and the assistant director of the Learning Center. Second, as part of the program approval process, the Coordinating Council makes all funding decisions (except for graduate student hiring, which is done by full-time staff), even though officially the resources available to the organization are controlled partly by the faculty principal and partly the director of the Office of Sustainability. Allowing the Coordinating Council to control the funding has been a key component of decentralizing control and empowering everyone within the organization.

To receive funding from Sustainable Carolina for their activities, each project team must submit a project proposal to the Coordinating Council, outlining the nature of the project, the costs involved, and an assessment strategy. The Coordinating Council receives periodic updates about the funds available and approves projects by consensus at its weekly meeting. Project teams are also encouraged to seek out partnerships with other campus and community organizations, in particular to obtain additional sources of funding and to increase the effectiveness of marketing and publicity efforts.

Funding to support Sustainable Carolina comes from a variety of sources, reflecting its organizational components and decentralized structure. In addition, the organization has an entrepreneurial spirit, seeking resources from a range of campus and community partners and collaborators. Core funding comes from three sources: (a) the Provost's Office provides funding for the (half-time) Green Quad faculty principal, the assistant director of the Learning Center, and limited programming resources; (b) students living in the Green Quad provide student fees, collected by the Housing Department, that support programming and undergraduate stipends; and (c) the Office of Sustainability (part of the Facilities Department) provides funding for the director, two assistant directors, several graduate assistantships, and programming. Beyond this core funding, Sustainable Carolina is supported by graduate assistantships from the Housing Department (for promoting sustainability within the residence halls), the Environment and Sustainability Program (for promoting campus-wide planning), and the Provost's Office (for developing campus-wide programming related to the selection of Colin Beavan's *No Impact Man* as the book for the First-Year Reading Experience for the 2011–2012 academic year). Other campus departments contribute in-kind resources, such as the Landscaping Department providing equipment and personnel to support the Built Environment Team's initiatives to tear up lawns and build organic gardens, orchards, and bioswales.

Developing a Green Leadership Model

Campus sustainability organizations have traditionally been focused outwardly, promoting green values through courses, training, workshops, educational events, and service learning. For Sustainable Carolina, the challenge was also to turn those values inward and use them to explore how we might create a more sustainable organization based on green values. Three central green values guided our transformation: (a) *equality*, emphasizing the minimization of hierarchy, on the assumption that social hierarchies are unnatural, undesirable, and avoidable; (b) *empowerment*, emphasizing the meaningful participation of everyone in decision making, as a prerequisite for grassroots democracy; and (c) *decentralization*, emphasizing a distribution of decision-making power that is as localized and decentralized as possible. In exploring alternatives to traditional organizational structures, we were inspired by working examples of green organizations, particularly ecovillages, such as Twin Oaks in Virginia (Kinkade, 1994). We also drew upon a wide range of concepts and approaches in the leadership literature, including integrative learning, professional learning communities, and collaborative leadership, such as the social change model of leadership development.

Alternatives to Traditional Leadership

Much of the research and literature on leadership involves an examination of the relationship of leaders and followers (Avolio, 2007; Hackman & Wageman, 2007; Van Vugt, Hogan, & Kaiser, 2008; Vroom & Jago, 2007). Transformational leadership (i.e., full range leadership model developed by Avolio and Bass) defines *leadership* as a process involving leaders and followers (Bass & Riggio, 2006). Whereas J. Richard Hackman and Ruth Wageman accept such traditional views of leadership, they believe the opposite to be true as well: “Leaders are also followers, and followers also exhibit leadership” (2007, p. 45).

Warren Bennis notes that without followers leaders could not exist because leadership is “grounded in a relationship” (2007, p. 3). Indeed, leadership does involve relationship; however, defining leadership only as it relates to followership is limited in that it does not allow for other types of leadership, such as shared leadership. The relationships in shared leadership are not merely the traditional vertical ones but include the horizontal relationships as well; these are examined at the group level, or team level (Pearce & Conger, 2003). Examining leadership in this way still implies a social influence process, although not of an individual and leader; however, it allows for how all members of a team collectively influence each other toward accomplishing goals, not just how a leader may relate to followers. Many of these nontraditional leadership styles lend themselves well to a green leadership philosophy.

What is distinctive about a green leadership model is its emphasis on equality and a nonhierarchical, decentralized, grassroots decision-making process. Since green values strongly promote egalitarianism, the danger is that those who hold green values may become power averse and leadership averse. Green organizational leaders might tend to adopt a more passive or laissez faire leadership style, but this does not need to be the case. Many types of shared leadership models have operated successfully by sharing power and leadership in a collaborative way (Kezar & Lester, 2009). One often-cited example is the very successful Grameen Bank that originated in Bangladesh and has sustained as an organization by using a shared leadership model, which is atypical for banks in the business world. The bank uses a decentralized

management structure for its employees, and its borrowers elect from among themselves those who will serve in leadership positions, including bank board members. Decentralized structures, such as the one used at Sustainable Carolina and the Grameen Bank, have been found to be associated with higher levels of staff dedication, morale, and participation (Van Vugt et al., 2008).

Wilfred H. Drath offers a different definition of leadership from the traditional one of social influence of leaders on followers: “Leadership is about producing agreement on direction, a framework for alignment, and a sense of commitment to the collective work” (2008, p. 21). In the same vein of Hackman and Wageman's (2007) article “Asking the Right Questions About Leadership,” Drath proposes that “instead of asking ‘how do leaders influence followers?’ we have been asking, how do people with shared work produce direction, alignment, and commitment?” (2008, p. 21). Thus, leadership can be conceived of in terms of its outcomes rather than as a process of influence of leaders on followers. Most helpful in developing a green leadership perspective is Susan R. Komives and Wendy Wagner's (2009) social change model of leadership development (SCM), which offers that

a leader is one who is able to effect positive change for the betterment of others, the community, and society. All people, in other words, are potential leaders. Moreover, the process of leadership cannot be described simply in terms of the behavior of an individual; rather, leadership involves collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect positive change. (p. 45)

Later in this section, we will provide more on the contribution of the SCM to Sustainable Carolina's green leadership model.

Sustainable Learning Communities

Another important concept we drew from in developing a green leadership model is the professional learning community (Hall & Hord, 2005). All organizations have distinct cultures, and the idea of a professional learning community calls attention to ways the organization can intentionally shape that culture. A professional learning community (PLC) has been conceived of as having four functions: reducing isolation, increasing staff capacity, providing a caring, productive environment, and promoting increased quality (Boyd, 1992; Hall & Hord, 2005).

Sustainable Carolina has adapted this concept slightly to change the name to Sustainable Learning Community (SLC), as a way to make the emphasis on sustaining a community of learners more than the professional tone of the PLC. For Sustainable Carolina, a SLC represents the ideal culture, one that incorporates shared leadership and power and in which green values are the basis for its structure, leadership, and programs. The community ideally meets regularly to reflect and grow in their practices, make decisions together, and take action based on their lessons learned as a group (Hall & Hord, 2005). In such an organizational culture, staff members respect each other as individuals and as collaborators; they are dependable, available, and responsive to other staff. Trust, openness, caring, and enjoyment of the community promote the

staff's flourishing. The staff members possess a shared vision, which is overarching and is not in conflict with their individual or team interests or subcultures (Pearce & Conger, 2003).

Social Change Model of Leadership Development

Another important source of the framework for the Sustainable Carolina's green leadership approach is the social change model of leadership development (Komives & Wagner, 2009). The SCM fits superbly as the theoretical framework for leadership in a campus sustainability organization, since it was developed with college students in mind and its definition of social change seeks to improve not only human conditions but also the environment. Social change is the purpose for each of the seven components of the model, known as the seven C's, with change conceptualized as collective work toward improving a situation and creating a better society. In addition, the model emphasizes that the way in which people achieve the ends of social change is as important as the actual change itself. The social change model "seeks to develop a *conscious* and *congruent* person who can *collaborate* with others, who can become a *committed* participant in the shaping of the group's *common purpose*, who can help to resolve *controversy with civility* and be a responsible *citizen*" (Bonous-Hammarth, 1996, p. 4, emphasis in original). These seven C's can be organized around three levels of values: society-community values, group values, and individual values.

Society-Community Values

Citizenship includes actively being engaged and working toward change at a community, group, and individual level. Individuals see themselves as interconnected with a larger whole.

Group Values

Collaboration consists of operating in relationship with others to create collective action around shared values. It incorporates the idea of operating with shared leadership as a team approach rather than a leader-follower dynamic. Leadership is seen as a process, not a position. *Common purpose* indicates working toward a shared vision that is developed by the whole team or group. Although individuals may work toward the purpose in different ways, they share the common vision. *Controversy with civility* means communicating with openness and honesty as a group while intentionally acknowledging and attending to differences to arrive at a better group solution and consensus. Conflicts are learned from, and the resolutions are integrated into, the common purpose.

Individual Values

Consciousness of self means being mindful of the beliefs, attitudes, and emotions that drive one to engage in social change. The ability to self-reflect is critical in gaining the ability to be conscious of others. *Congruence* means making sure that one acts in a consistent manner so that his or her behaviors match his or her values and beliefs. *Commitment* indicates the passion and energy that drives the person to act. It implies duration toward the individual, group, and community values.

Integrative Learning

The concept of integrative learning is the final major source for Sustainable Carolina's green leadership framework. Sustainable Carolina has been attempting to model an integrative learning approach as it develops new ways to connect academic courses with its innovative structure for increasing sustainability on campus and in the community. The Association of American Colleges and Universities (AAC&U) defined *integrative learning* as “an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus” (AAC&U, 2004, p. 1). The AAC&U and the Carnegie Foundation (AAC&U/Carnegie Foundation) published a statement on integrative learning in 2004 that proposed that

fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges of higher education. The undergraduate experience can be a fragmented landscape of general education courses, preparation for the major, co-curricular activities, and “the real world” beyond the campus. But an emphasis on integrative learning can help undergraduates put the pieces together and develop habits of mind that prepare them to make informed judgments in the conduct of personal, professional, and civic life. (AAC&U/Carnegie Foundation, 2004, p. 1)

Ideally, integrative learning promotes the connection of academic, professional, and personal experiences and the application of those experiences to new problems (Longo & Gibson, 2011). Students become lifelong learners and engaged citizens. Sustainable Carolina seeks to provide student staff members with an unusually rich opportunity to participate in out-of-classroom experiences that will help them integrate their learning. The desired impact of their participation in the program is the enhancement of integrative learning experiences and of their ability to take action to transform the campus and community. Students are part of the decision-making process as project teams work with community organizations and campus academic and operational units to implement changes required to increase sustainability, and the projects that the students work on have immediate and tangible impact.

Leadership Training for a Green Organizational Culture

Essential for maintaining Sustainable Carolina's organizational culture is the development and elaboration of a green leadership training program. The training program is built around a set of learning outcomes, designed for all staff members but especially relevant for students participating in the program as either interns or paid assistants. Training is initiated at the orientation sessions at the beginning of each semester and continues throughout the semester through the Green Leadership Team's professional development workshops and the Assessment Team's continuous monitoring and coaching of project teams and individual staff members.

In developing learning outcomes for Sustainable Carolina, we drew on examples of sustainability-related outcomes that had been developed by several organizations, particularly the Sustainability Task Force of the American College Personnel Association (ACPA, 2006). Each

of the learning outcomes for participants in Sustainable Carolina is connected to elements of the SCM (see Box 2 for a full list of learning outcomes). Individual-level learning outcomes relate to work and learning styles, self-reflection, motivation, organizational and planning skills, and green values. Group-level outcomes focus on facilitation and communication skills, principles of environmental communication, and consensus decision making. Community-level outcomes are concerned with understanding the systems within which project teams work and how concepts of sustainability can be applied to the campus and community.

Box 2. Learning Outcomes for Sustainable Carolina

1. Students will be able to understand and communicate their work style and learning style as it relates to leadership. (Consciousness of self)
2. Students will be able to understand the importance of self-reflection and will incorporate it into their work style. (Consciousness of self)
3. Students will have the organizational and planning skills necessary to achieve a sustainable, life-enhancing work pace. (Consciousness of self)
4. Students will be able to define sustainability and will understand and communicate green values and their relationship to other ideologies. (Congruence)
5. Students will understand the role of commitment and motivation in personal and organizational success. (Commitment)
6. Students will develop facilitation, communication, and organizational skills necessary for running meetings and managing projects. (Collaboration)
7. Students will understand the principles of environmental communication and create effective messages for specific audiences. (Collaboration)
8. Students will be able to communicate the mission of Sustainable Carolina and demonstrate the skills necessary to function in a green organization. (Common purpose)
9. Students will acquire the skills to solve problems through consensus decision making. (Controversy with civility)
10. Students will understand the systems within which they work and apply concepts of sustainability to their campus and community. (Citizenship)

SOURCE: Sustainable Carolina, University of South Carolina (n.d.).

An orientation process is particularly important for an organization like Sustainable Carolina for several reasons. First, the organization is in constant flux, since many student staff members are transient due to the nature of academic calendars and the availability of competing opportunities. High staff turnover means that established processes and procedures might replace the more casual organizational memory that exists in more stable organizations. Second, while Sustainable

Carolina creates its own internal culture, it must maintain that culture within the context of a larger university culture. As noted above, staff members come from a very wide variety of departments, and they each bring different disciplinary and personal perspectives on how organizations “should” operate and the extent to which green values can be applied to the work environment. Often, the Sustainable Carolina culture appears to be counter to that of the university and other disciplines.

The orientation process coordinated by the Green Leadership Team is in essence the first of the series of professional development workshops that continue throughout each semester. These workshops are tied to the learning outcomes and go deeper and into more detail on specific points. Workshops are offered at more than one time to accommodate the schedules of staff members, and are facilitated by different members of the Green Leadership Team. The topics are generated from the staff during orientation and from the feedback gathered by the Assessment Team through formal and informal surveys and discussions. Topics include time management, shared leadership development using the SCM, keys to a sustainable life-enhancing pace, goal setting, organizing, event planning, consensus decision making, and a variety of technical workshops on our internal computer systems. The Green Leadership Team also organizes other ways to strengthen a green organizational culture. For example, to encourage staff to engage with one another to learn more about their colleagues, they coordinate an internal mentor program, including common social activities that students and their mentor may participate in. Staff are also given labor credits for attending events put on by the project teams and by community partners, because attending these events helps to establish greater camaraderie and trust among the staff and build the social network and social capital of our staff.

Throughout each semester, part of the responsibility of the Assessment Team is to continuously monitor the performance of project teams as they progress toward meeting their goals, as well as the performance of individual staff members as they progress toward attaining their learning outcomes. Systemic issues that arise are addressed by the Green Leadership Team, which may develop a new professional development workshop or organize a segment at the next Green Council meeting to explore the issue. The Assessment Team uses a variety of tools to assess all project teams and staff members. The basic team-level measure is the monthly progress report for each team, which provides a summary of the team's progress according to its goals. Each member of the Assessment Team is responsible for monitoring four of the other project teams and for communicating with project coordinators when problems become apparent. For individual staff, the Assessment Team monitors the weekly labor credit report submitted by each staff member, conducts a one-on-one “parlay” with each staff member at the midpoint of the semester, and administers the Socially Responsible Leadership Scale evaluation at the beginning and end of the semester. Permission to use this instrument was granted by the developers, the National Clearinghouse for Leadership Programs and the Center for Student Studies.

Summary

Transformation of the leadership, structure, and culture of campus sustainability organizations at the University of South Carolina has produced Sustainable Carolina, a model of a green organization with the kind of leadership and organizational culture ultimately necessary for a sustainable future. Drawing on theories of shared leadership and models of social change and

integrative learning, the organization complements classroom education by providing opportunities for student leadership, collaboration, and application. Grounded in the concept of sustainability, Sustainable Carolina enhances student learning and works to facilitate change by providing opportunities and challenging students to understand themselves and others. The process is inclusive and is intended to enhance the development of leadership qualities of all participants, not just those that may hold a certain position. The organization endeavors to embody green values, and the organizational and leadership processes specifically promote the values of equality, empowerment, and decentralization.

What is ultimately most important about the project team structure of Sustainable Carolina is that it provides opportunities for staff to apply their knowledge to actual campus and community problems. The students are responsible for advising the campus not only on sustainability but for implementing solutions as well. During the 2010–2011 academic year, students associated with Sustainable Carolina contributed over 13,000 hours of effort across the campus and community for sustainability-related projects. Additionally, they received over 3,000 hours of training on leadership, problem solving, and sustainability. The result was the broadest, most comprehensive and effective effort to address sustainability ever seen on our campus and likely on most campuses.

Some of the recent accomplishments of Sustainable Carolina are the following:

1. The Campus Planning Team worked with student government to establish a Student Sustainability Fund that will be entirely student run and will select worthy projects that could add up to \$250,000 for campus sustainability and energy projects.
2. The Campus Food Team piloted a campus composting system and guided the development of a campus garden system, including coordinating garden service opportunities for classes and organizations.
3. The Curriculum Team organized a daylong faculty development workshop that trained 24 faculty members from three campuses on integrating sustainability into the curriculum and created a catalog for our website of all the undergraduate and graduate courses related to sustainability.
4. The Built Environment Team worked with students from the business school to put on a mock green design charrette, trained students to take the green building professional exam, and obtained grants to construct and develop educational materials for a rain garden, orchard, and bioswale on campus.
5. The Transportation and Energy Team collaborated with several other project teams to participate in the Great Power Race, an international competition sponsored by Bill McKibben's <http://350.org> organization. The University of South Carolina finished first in points, beating out over 900 teams from three continents including teams from University of California, Berkeley, Harvard University, and Yale University in the three-month competition.
6. The Global Sustainability Team collaborated with the business school on a series of programs on global corporate sustainability and with international students for the annual event Putting a Face on Global Sustainability.
7. The Campus-Wide Programming Team worked with the Provost's Office to develop initiatives for the 2011–2012 First-Year Reading Experience that features *No Impact*

Man (Beavan, 2009). The team helped the campus focus on the concepts introduced by the book throughout the entire academic year and not just during the first week of school.

All organizations continually evolve, and that is even truer for decentralized green organizations such as Sustainable Carolina. Each semester, when project teams are reorganized, new structures and processes are added and some existing ones are modified. The immediate goal of Sustainable Carolina is to produce a leadership and organizational model that is effective and that reflects the green values at the core of the sustainability movement. The long-term goal is to continue to evolve and develop an alternative model for green organizations that could be implemented beyond Sustainable Carolina. Typically, universities are a microcosm of what is happening everywhere—the overreliance on huge top-down structures to dominate decision making. Instead, we offer a green structure that provides a model for the kind of leadership and organizational culture ultimately necessary to produce a sustainable future.

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