Refining the Vision: A Wofford Commitment to our Campus, the Community, and the World

Plans for integrating environmental and community sustainability into the core of the College

Respectfully presented by Wofford College
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I. Executive Summary

Wofford College is pleased to offer an innovative proposal for connecting the College with Spartanburg community partners through collaborative exploration of community and environmental sustainability. Key components of the proposal include a residence hall located in the Northside neighborhood where students and a community outreach coordinator will live, work and study alongside their neighbors; an innovation fund that fuels student social entrepreneurs eager to propel the local economy with their sustainable solutions; community-based coursework and research in the Northside and Glendale that engages community members, students, and new faculty specialists; summer workshops that tackle local sustainability issues; and a speaker series open to the public.

Wofford will also create an energy metering and monitoring infrastructure on the main campus, and strengthen the sustainability efforts underway at the Goodall Environmental Studies Center on the Glendale campus. These core institutional commitments will help build a culture of sustainability and foster new partnerships and programs.

To realize Wofford’s vision, the College has carefully organized its plans for action into three principal steps: 1) Assessing the campus environment 2) Learning in the landscape and 3) Innovating for the future. The steps reflect that a strong foundation is necessary for successful program development, and that thoughtful, collaborative programming should fuel innovation and create model solutions for communities.

Assessing the campus environment
With a robust energy metering system for buildings across campus and the staffing addition of an energy manager with the expertise necessary to monitor and maintain the system, Wofford will make a bold statement about the stewardship of energy resources. It will make an equally bold statement about how energy savings, captured when changes are implemented based on metering data, can accelerate community progress. Half of the savings will flow into the student innovation fund, with the remaining half secured to implement future energy reduction projects based on data gathered from metering.

Wofford will fully engage students in a heightened focus on energy reduction on campus. Students’ on-campus engagement and exploration of issues of sustainability in the local community through coursework and research should lead them to develop exciting new entrepreneurial projects - inspired by local needs - through the innovation fund.

Learning in the landscape
Wofford College has strengthened ties with partners in the Northside community, and is motivated to develop student-interest housing there. A planned new residence hall will be linked to a common educational experience for resident students focused on community sustainability. A resident director will live with these students and work with Northside community partners to develop
programming that will benefit the community and expand student learning opportunities. Resident students will enroll in two courses in the fall with a new faculty expert in community sustainability, and a practicum in the spring—a semester-long independent experience that includes an internship with a partner organization such as the Butterfly Foundation, the Urban Farm, or the Early Childhood Center.

Across town in Glendale, another set of Wofford students will be spending two days per week learning in that community taking on-site linked courses. The Northside and Glendale course immersions and the Northside residential experience will increase their impact through one-week travel-study opportunities. Northside and Glendale community members will travel together with students and faculty members in the summer to explore sustainability themes in other communities, both domestic and international, that mirror those they have identified working locally.

Beyond these course immersions in the Northside and Glendale, many other students, community members, faculty and staff can become involved in this sustainability proposal. The development of a “community-based research program” means that research questions of public concern will be defined and pursued in collaboration with community partners, and evaluated by community, faculty, staff and students. These projects will develop evidence-based models that community partners can use to build their capacity and enhance effectiveness. Participation in these projects will ultimately prepare more engaged citizens and deepen the mutually beneficial partnerships between Wofford and the larger community. Another opportunity will be summer workshops on the Wofford campus that bring together local community members, national and international experts, and the Wofford community with the purpose of discussing and seeking solutions to environmental and community sustainability issues facing us locally. Finally, the proposal will offer students an Interim (January term) course focused on social-ecological systems, as well as opportunities to pursue mentored research in the field in Glendale.

Two new professors will join Wofford’s faculty as part of this proposal, one with expertise in environmental sustainability and one with expertise in human and community sustainability. The human/community sustainability professor will embed her or his teaching in the Spartanburg community, emphasizing Spartanburg’s history and its relationship to today’s society, as well as principles of community development with examples from across the nation and globe. The new faculty members and their faculty colleagues will closely collaborate to illuminate the connections between social and ecological concepts of sustainability through courses and a new speaker series open to the public.

**Innovating for the future**

Wofford students interested in social entrepreneurship projects that address community sustainability will receive an added boost through this proposal with access to start-up funds for their project ideas. Led by the College’s professional development center, The Space in The Mungo Center, these student projects will be nurtured and fine-tuned under a proven entrepreneurship program. These projects have the potential for real local impact, especially if
student entrepreneurs have experience participating in the sustainability coursework and experiential learning opportunities introduced in this proposal. For example, they may learn about a critical need for a business or service in the Northside community and utilize their innovation fund support to contribute to positive solutions.

Summary conclusion
Wofford College’s vision for sustainability is a comprehensive and cohesive one, with each element serving to strengthen and improve the others over time. It also represents the richest kind of collaboration, in which community residents and college students, faculty and staff combine their skills and experiences to prepare informed citizens and create thriving and sustainable communities.

II. Defining Sustainability at Wofford: The Campus Culture

The initiatives presented in this proposal aim to infuse the college with a shared resolve to contribute meaningfully to a sustainable future. This requires that we have a common understanding of what sustainability means. Often, the word is used only to describe energy efficiency and resource management. However, our broader view is that sustainability represents the *flourishing and resilience of people and the planet, in all ways, into the foreseeable future*. This vision incorporates not only efficient resource uses, but resilient ecosystems and communities that thrive despite the changes and challenges they face. Hence our approach synthesizes multiple facets of sustainability, including changes to campus systems, academic program development, and supported innovation. The ultimate goal is to conceive new ways to not only meet human needs, but to support prosperity for all people, the landscapes they inhabit, and the ecosystems that make those landscapes.

Recognizing that humans and the Earth’s systems – the environment – are inextricably entwined is an essential tenet of sustainability. It is all too easy within the busyness of our daily lives to neglect our connections with the natural resources that make the college, and to overlook the impacts of the wastes we create and ship out. In a state of such ignorance, it is easy to become complacent about the sources of our daily energy, water, food and all material goods. Complacency leads to devaluation of these resources and the ecologies from which they are derived, and to a mindset of indifference and eventually, apathy. Hence, one aspect of expanding sustainable practices at Wofford is developing mindfulness about the resources that we use, both personally and at the institutional level, in order to change our consumptive habits. A second is to re-examine our understanding of the good life: to establish new ways of doing and thinking that lead to a sense of fulfillment for ourselves and our communities, while supporting and protecting the environment.

Wofford envisions defining its own culture of sustainability through: (1) Assessing the campus environment: recognition of the quantities of materials and energy that we consume; (2) Learning in the landscape: understanding why reducing them is important (i.e. recognizing how
communities, landscapes, and earth systems are affected by resource extraction, processing, use and disposal); (3) Innovating for the future: nurturing a sense of security, development and opportunity through practices and strategies that are sustainable socially and economically. This last piece is the most challenging, but is essential to ensure that future generations thrive and carry on the work we do in the present. Fortunately, we are an institution with the capacity to generate ideas, the expertise to make them a reality, and the commitment to partner with our communities to build and develop them. Through the College’s dynamic professional development center, The Space in The Mungo Center, Wofford will develop a student innovation fund allowing budding social entrepreneurs the chance to work with community partners to help meet persistent challenges with innovative and sustainable solutions. The first step, assessing the quantities of materials and energy that we consume, will be accomplished partly through metering and dashboards, and partly through analysis of the flow of material goods (including food). The second, learning how communities, landscapes, and earth systems are affected by resource extraction, processing, use and disposal, will be achieved through immersive contact with strained, recovering, and healthy communities and ecosystems, locally and globally.

Learning in the landscape extends from Wofford’s main campus, to the College’s Goodall Environmental Studies Center on the Glendale campus and Spartanburg’s Northside community adjacent to the main campus, and to regional, national and international landscapes. In all of these environments, as we expand our awareness of place and its influence on culture, we observe how individual and societal values are reflected in different localities (college campus, urban neighborhood, developing suburbs, post-industrial village, rural wild) and critically reflect upon those values. The third component of our vision, reducing harmful impacts and making positive change, takes place not only in our everyday actions and campus systems and practices, but in the creative realm of entrepreneurship and in promoting economic opportunity and social and environmental justice. This creativity is essential for replacing unsustainable practices not with “less unsustainable” practices\(^1\), but with new approaches that reflect the understanding that human and planetary systems must operate in respectful partnership to ensure long-term viability. For simplicity, the structure of the proposal follows these steps in the order listed, but we expect to embark on them simultaneously rather than sequentially, and to establish and develop internal feedback systems so that our processes, idea development and outcomes are mutually informative, reinforcing, and enduring.

Wofford is prepared to transform our college culture to embrace a shared understanding of sustainability as a core value. We are energized to begin that transformation immediately by implementing the following concrete series of meaningful and measurable actions.

**III. Implementation**

The elements of this proposal are aligned to achieve optimal impact. Their results will be

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\(^1\) J. Ehrenfeld, *Sustainability by Design*, Yale University Press, 2008
mutually informative, and will create knowledge and action throughout the Wofford community. We would hope that our actions would be widely seen as an enlargement of Wofford’s mission and an increase in our capacity to create change in the world. We are in a unique situation, one of the rare colleges founded before the Civil War still on its original campus. That geographic characteristic (an academic grove bounded on the north and east by strip malls and a four lane highway, on the south by railroads and the core city of Spartanburg, and on the west by an old mill village that is now the site of the VCOM medical school and the redeveloping Northside) gives us an opportunity to connect with our surrounding neighbors through community programs and curriculum. Wofford can be a catalyst for Spartanburg’s 21st-century city-building.

Activities will be documented by students, professors, and community members in media from blogs to paintings and at scales from personal journals to architectural projects. Wofford’s Digital Commons, which can be linked from any web page, will include documentation of activities, knowledge, and projects that can be archived, shared, and used to provide models and inspiration for future students and the public at large. When the history of 21st-century Spartanburg is written, we hope that Wofford’s commitment to sustainability will have played a constructive and supportive role.

**Step 1: Assessing the campus environment**

**Metering the Campus**

Installing metering systems linked to individual buildings instead of blocks of campus is an integral part of a robust sustainability initiative. Without a reliable and precise metering system, any specific efforts or adjustments to the initiative are left to guesswork. Evidence-based reporting will allow for opportunities including future studies, grant proposals, and energy cost saving opportunities, and will be an example for Wofford students, staff, and the greater community. Metering systems at other institutions have illuminated waste and inefficiencies, allowing targeted changes to be made that resulted in cost savings. Furthermore, metering and dashboards will be essential to create residential experiences that engage students and promote sustainable lifestyles. Students across campus will be able to compare their energy usage to the greater student body as well as to populations elsewhere. The college will be able to offer challenges or contests among departments or student residence halls for energy reduction.

A service contract quote from CMI Solar and Electric (for meters) and Lucid Design Group (for dashboards and software interface with meters) details a pilot energy metering program, including dashboards to enhance our existing metering on the campus (at present, 10 buildings), adding another group of buildings (approximately 37 to be determined by actual costs), starting with residence halls and including several other buildings. The estimated cost to meter approximately 37 buildings includes meters and equipment specific to each building for electric, gas and chillers. Many buildings will have multiple meters installed based upon their configuration. Also included are (4) Lucid Touch-Screen Dashboards to be installed in key buildings with the most visibility for campus viewing. Savings realized will return 50% to the Innovation Fund for Students (see Step 3) and 50% to implement energy reduction projects.
identified by the Physical Plant based upon data gathered from the new meters and dashboards. The savings in Year 1 are estimated at approximately $xxx; future savings will be projected once a baseline is established.

Through further research and institutional discussion, the College has determined that this new set of tools and the experiment in sustainability will not succeed without a dedicated specialist on staff to oversee and manage the user access to the system as well ensuring that the data displays on dashboards across campus are working properly. A sophisticated system of this caliber with the ability to provide such informative real-time data requires that a person with similar expertise and technical abilities manage and convert the data into tangible and identified cost savings. We propose allocating a portion of the metering initiative budget for an energy manager.

The Energy Manager will collaborate with all College constituencies to develop a working model for the integration of energy management and other sustainable concepts and practices into the operations of the College. Providing leadership to the College’s energy program, utility systems and advancing the sustainability plan, the Energy Manager will work in cooperation with various departments of Facilities and Campus Services to include the Environmental Studies Department, Maintenance, and Project Management/Planning.

More specifically, the Energy Manager will identify desirable sustainability initiatives and assess cost effectiveness, technical feasibility, impact and acceptance by the college community. He or she will monitor and analyze energy consumption and costs, oversee campus metering and energy monitoring programs including contracting of utilities, identify funding opportunities, and coordinate energy retrofit projects and energy audits including a retro commissioning/monitoring-based commissioning process for campus facilities. Further, the Energy Manager will establish effective standards and procedures for the operation of HVAC, electrical, and mechanical systems, ensuring comfortable and efficient indoor environments. Monitoring the Energy Management System (EMS) software, detecting equipment failures and monitoring scheduling, set points, and other variables for optimum facility efficiency is expected, along with being available to respond to issues as they arise.

**COST SUMMARY**

*This summary shows costs for providing energy metering for approximately 37 buildings across campus.*

- $xxx: *CMI Solar and Electric/Lucid, metering hardware and dashboard equipment*

- $xxx: *CMI Solar and Electric contract, ongoing support for 5 years at fixed cost. At the end of 5 years the contract will be reviewed by Wofford on an annual basis.*

- $xxx: *Lucid Design Group contract, ongoing support for 5 years at fixed cost. At the end of 5 years the contract will be reviewed by Wofford on an annual basis*

- $xxx: *Energy Manager, part-time with benefits*
The Energy Manager will be hired in FY 2017. In the first two years, the gift would cover all costs for the position; in year three the gift would cover three-quarters of the costs; in year four the gift would cover one-half of the costs; and in year five the gift would cover one-quarter of the costs. Wofford would cover all costs of the position beginning in year six. See chart below.

**TOTAL: $xxx**

**TOTAL COST FOR STEP ONE: $xxx**

- $xxx: *Metering and monitoring infrastructure and staffing*

**Step 2: Learning in the landscape**

The challenges of sustainability cross disciplinary boundaries – and so must we. Immersion in a particular landscape, assessing the connections that bind social and ecological systems together, is a first step toward designing neighborhoods and communities that wisely intertwine social and ecological assets, and intentionally align human interests with landscape recovery and conservation. We propose interdisciplinary collaborations that will erase artificial intellectual barriers in order to develop the deep understanding that is required to launch innovative and effective strategies for community advancement.

This section describes how learning centered on our core campus, in the Northside, and at Glendale can lead to critical assessment of social-ecological systems as manifested in these specific, accessible and diverse settings. We will strive to develop successful partnerships that support thriving communities, right here. But we will also explore national models of sustainable enterprise, and international examples of flourishing communities, as well as regions where ecosystems and human populations are strained. Immersion in these environments offers
unparalleled value for motivating action, for developing compassion, and for deepening our understanding of our own place, and the challenges and possibilities in store for us.

i. The Core Campus
Learning about our patterns of energy, water and materials use, as well as our socioeconomic setting, is prerequisite to developing knowledge of the local and global impacts that arise from consumption. Impact assessment involves understanding the geographical origins of the resources we use, the geological and biological settings in which extraction of raw materials occurs, the processes used to convert raw materials to usable products, and the effects of extraction, production, and waste management on ecological systems and on people who live and work in these areas.

Community sustainability and environmental sustainability are two sides of the same coin, but the connections in many cases are obscured, or worse, willfully misconstrued as mutually exclusive. The relationships must be explicitly drawn to the attention of the campus and the public to ensure that decisions mutually support the health of earth’s systems, of our communities, and of their individual residents. Interactions between these spheres include, for example, public health issues such as asthma related to coal-powered energy production; obesity, malnutrition, pesticide exposure, and water quality degradation associated with industrial food and farming systems; the prospect of increased pathogens, disease vectors, malaria and flooding associated with climate change; occupational and mental health issues related to building design; and environmental justice issues associated with the siting of landfills and other types of waste disposal sites.

In addition to energy, consumption at Wofford includes equipment and supplies for offices, classrooms and laboratories; cleaning and janitorial supplies; campus landscaping materials and supplies; vehicles and fuel; disposables used at special events (athletics, admissions, cultural events, etc.); water; and our food systems. We have already made strides toward reducing our consumption in some of these areas, particularly in office settings and at some types of events, but in other areas we are not yet monitoring our usage and wastes (although some baseline data were collected as part of the “Gold, Black and Green” initiative of 2008-2012).

A new faculty member in the area of Environmental Sustainability will be able to implement and utilize energy, water and materials monitoring and analysis in their courses and improve them through their research. A prototype unit has been taught within the Introduction to Environmental Social Sciences course. Students met with personnel from the Physical Plant to obtain data, learned how our campus systems operate, analyzed the data, and made recommendations for improvements toward more sustainable practices. The results were informative and helpful to the Physical Plant, but time was limited because of the broader scope of the course. New courses in which this type of analysis plays a more central role will develop both context and depth for such studies, and provide documentation of changes over time as
recommendations are implemented. Further, this faculty member will supervise senior capstone projects in Environmental Studies that focus on material flows assessment, sustainability economics, and implementation of improvements. The Environmental Sustainability professor will ensure that these activities take place with academic rigor, and will provide theoretical as well as practical context for explorations of material flows and their impacts.

Sustainability, as noted previously, does not only pertain to pursuit and persistence of healthy ecosystems. Ultimately, the human population must flourish under conditions of social equity and economic opportunity with robust physical and mental health supported by a nurturing environment. A counterpart to the Environmental Sustainability faculty position will therefore be a Human and Community Sustainability position. This professor will have important interests in the imagination and use of space and resources by human communities in particular historical and cultural contexts. For example, she or he might embed analysis of social and economic conditions that influence personal welfare in Glendale and the Northside, as well as Wofford, and among other local and global communities, in their courses.

The new faculty members in environmental and community sustainability, as well as our current Environmental Studies faculty, will collaborate to illuminate the connections between social and ecological concepts through courses and public events. A first step will be a short, introductory speaker series that includes topics such as sustainability and public health to reach out to wider audiences such as health care providers and K-12 teachers, audiences that may not be attracted to attend an event oriented toward traditional stances on sustainability, but would attend events focused on how sustainability encompasses local health and wellness issues.

Understanding these issues more clearly motivates proactive decisions that provide community benefits, such as walkable and bikeable neighborhoods, and lead to opportunities for increased physical activity and improvements in public health. There are communities that are successful in this regard, and Spartanburg has exciting new initiatives that are bringing our community toward the goal of improving public health. For example, Spartanburg is one of just five communities in the country to be the recipient of a “Way to Wellville” challenge grant from Esther Dyson’s Health Initiative Coordinating Council, which will support monitoring of health indicators over a five year period (2015-2020) that overlaps the time period for this proposal. Ways that Wofford can support this effort might include offering a physical education credit for students that commit to using a bicycle as their main means of transportation during the semester, or providing incentives for meal plan choices with a health designation. We will explore these possibilities and others as opportunity permits.

Together we will work within the context of existing courses and new curricular initiatives to articulate and clarify the globalized nature of our lifestyles, and bring to light the social, economic and environmental implications of our day-to-day actions. We will collaborate with one another and with our colleagues in departments across the college, from economics to philosophy, and from the Physical Plant to the business office, to develop our students into sophisticated critical thinkers. They will recognize that many lenses are needed to effectively
analyze a situation, including theoretical constructs as well as practical investigation enabled by our new metering and dashboards. Through projects and internships, students will acquire technical and analytical skills that are increasingly important in the 21st-century workplace.

COST SUMMARY

- $xxx: Environmental Sustainability faculty member and Human/Community Sustainability Faculty Member, each full-time with benefits: (estimating one faculty member hired at $xxx salary and one at $xxx)

- $xxx: Faculty and course development (costs for training and conference/workshop attendance to support these new faculty members’ teaching and research expectations)

The two faculty members will be hired in FY 2017; the first in the fall and the second in the winter. In the first two years the gift would cover all new faculty costs; in year three, the gift would cover three-quarters of the costs; in year four, the gift would cover one-half of the costs; in year five, the gift would cover one-quarter of the costs. Wofford would cover all costs of the positions beginning in year six. See chart below outlining costs for the positions.

- $xxx: Travel and honorarium costs for approximately 4-5 speakers to visit Wofford’s main campus over five years for Speaker Series, highlighting connections between environmental and community sustainability
The Northern Border: Integrating Wofford into the Northside

“The green shoots of significant, sustainable community revitalization had just become visible on the Northside when VCOM made its announcement,” says Bill Barnet, board chair and CEO of the Northside Development Group on the City of Spartanburg’s Northside Initiative web page. “When VCOM chose the Northside, it made us pause and consider how much higher we could set the bar. That was very important, because there is no question that the success and future development of our City is inextricably linked to the revitalization of the Northside.” A sustainable community revitalization of the Northside invites the participation of an organizational actor like Wofford College, and indeed, our College mission to prepare students for extraordinary and positive contributions to society prompts us to take an active and collaborative role in the Northside. Certainly the process of revitalization offers an opportunity for our students, as well as our entire campus community, to witness, participate in, and learn from visionary work in community transformation.

At present, only a few core Wofford constituents have learned from and partnered with residents and organizational stakeholders in the Northside. While those who have done so report they have enjoyed rich and varied experiences, and formed lasting relationships, the majority of our 1,600 undergraduates have little sense of what has been happening just across the street, and there is little by way of either campus tradition or infrastructure to make it possible for more students to interact thoughtfully as learners in the shared civic space we inhabit on the northern border of the City of Spartanburg.

So how can we set our bar higher? How might we at Wofford both build an infrastructure and nurture a culture that encourages reciprocal engagement and collaboration by our campus community with individual and organizational stakeholders on the Northside, such that more students learn, grow, think, and take civic action there, in partnership with those whose expertise and experiences are different from their own? We propose that the creation and implementation of a Wofford Living-Learning Initiative in Community Sustainability and a Community-Based Research (CBR) Program in the Northside will be key in both building structures of support for student involvement and a culture of reciprocal engagement.

The Wofford Living-Learning Initiative in Community Sustainability in the Northside

In particular, we propose the creation of a living-learning opportunity in which some Wofford students spend two full days each week in the Northside taking linked courses during one term; engage in a semester-long practicum/internship the next term; and live in sustainably designed, environmentally sophisticated housing on the Northside that will serve as a hub of student activity not just for those who live there, but for those that the student residents host in a process of in-reach on our campus.²

² A recent Gallup study, “Life in College Matters for Life After College,” found that three experiential factors highly correlate with post-graduate workplace success and personal satisfaction in life: working on a project for a
As part of the implementation of the Strategic Vision for the College, Wofford plans to develop special-interest, living-learning housing as an on-campus option for students. A residential option in the Northside, linked with a common educational experience focused on sustainable community, however, affords us the chance to develop a model that shows how students might live intentionally in a local neighborhood (rather than on campus) and do so in a way that incorporates best practices in food preparation and consumption; consumer waste disposal and management; energy and water efficiency; and transportation. Students for this selective community will be chosen on the basis of application proposals for sustainable living and a record of contributions to community and sustainability projects. Because they will live and learn in community, both with peers in their residence hall and among Northside residents in their neighborhood, students will have the chance to understand the ground-level challenges and possibilities of sustainable living in a diverse, urban community. At the same time, their coursework will guide them to build a conceptual and theoretical framework around topics of human and community sustainability. (A potential design for a residence hall in the Northside community is sketched in Appendix A). A Resident Director/Program Specialist in human/community sustainability will live with and support students in the residence hall and drive innovative programming and support coursework related to the community. This specialist will oversee the development, implementation and evaluation of sustainable community practices focused on strengthening co-curricular learning, promoting faculty, staff and student interaction and enhancing civic engagement.

How, specifically, will the Northside Sustainable Living-Learning Community take shape? Besides living in an eco-residence in the Northside, twelve students will enroll in two linked courses in the fall, followed by a practicum in the spring and access to a summer opportunity, as outlined below.

- The two fall courses, to be offered on a Tuesday/Thursday schedule to permit full-day scheduling, would together offer 7 hours credit. This model will leave Monday-Wednesday-Friday for students to complete other coursework two blocks away on the Main Campus.
- The spring practicum will offer 3 hours credit, and each student’s schedule will conform to the needs of our community partners.
- The following summer, these students will have the opportunity to participate in a one-week travel/study experience (see “Beyond Spartanburg” on Page 22)
With this Living-Learning Initiative in Community Sustainability, approximately twelve students, chosen from diverse areas of academic interest, will be deeply engaged in the Northside each year, and through their work and their in-reach on campus, we expect to build both the structures and culture for collaboration for years to come, so that the Northside story and Wofford story become woven together. Proposed courses are outlined below, and will be taught by the Environmental Studies faculty in sustainability. The practicum logistics and student placements will be assisted by the Resident Director/Program Specialist in cooperation with staff from the Northside Development Corporation and the Wofford Center for Global and Community Engagement.

The Three Northside Core Courses

A. "Human & Community Sustainability: An Introduction"
This course will offer an introduction to sustainable models for the organization of human communities, with a focus on the imagination and use of space and resources by human communities in particular historical and cultural contexts, including our own context on the northern border of the City of Spartanburg. Students will consider sustainability as an issue with broad, global dimensions and specific implications at various points of scale, from the neighborhood level to national and transnational levels. Students will develop a framework for thinking about sustainability and resilience (as well as degradation of resources and communities) as they consider topics such as patterns of consumption, production, and trade; land and energy use; and leisure, civic, and aesthetic pursuits in particular landscapes and socio-historical contexts. They will also explore the health, security, and educational implications of various models of organization of human communities. The course will incorporate diverse pedagogical approaches, including seminar-style classroom discussion, as well as project-based and inquiry-based collaborative learning. Activities and content will guide students to build cross-cultural competency for thoughtful action at the local, national, and international level and encourage students to reflect on their own cultural identity as they interact with diverse others through texts, discussions, and hands-on activities.

B. "Following the Butterfly Branch: Human & Ecological Perspectives"
This course uses the Butterfly Branch, a creek which flows through the Northside, as the organizational metaphor for a class that looks historically at various transformations of Spartanburg's landscape – from primeval Piedmont forest to cotton plantations, mill town, blighted post-industrial neighborhood, and now in development, a revitalized mixed-use community. As students consider (and in early years, participate in) the development of a greenway around a reborn creek, they will learn about the way various populations have interacted with the landscape in work, leisure, and shared community life. Historical cultures considered will include those of Native peoples, settlers, slaves, mill workers, managers, and owners, as well as the religious, civic, and educational
institutions that have shaped the daily life and world views of the human communities in the Northside area over hundreds of years.

Among the questions the course will consider include the following: What does it mean to transform a landscape through constant waves of development over 200 years? What role do ordinary citizens and organizational actors, from multiple sectors, play in shaping the physical sustainability, degradation, and/or resilience of a natural space? What roles do ordinary individuals and organizational actors have in shaping the commercial, agricultural, and leisure activity within their watershed? How do different constituents imagine the watershed, and how do they represent it in discourse and visual forms? And finally, how might current studies about the sustainability of human communities shape thinking about the watershed of Butterfly Branch among students, like the children at its source spring near The Cleveland Academy of Leadership to those Wofford and VCOM students who consider a small city skyline where the creek disappears back into a pipe?

C. "The Northside Project: A Practicum"
In this course, the Northside Living-Learning student cohort will undertake individualized, semester-long, independent experiences involving community-based and service learning in the Northside community. Their faculty and community mentors will guide them in preparatory site visits and training, as well as dialogue and conversation with community members, non-profit agencies, and local government representatives. To allow for each student to pursue an individualized learning experience as part of this course, each student will complete an internship connected to the Northside Community, working 8 hours each week in one of many non-profits, including the Northside Development Corporation, the Butterfly Foundation, the Urban Farm, the City of Spartanburg, the Early Childhood Center, and so on. In addition to serving as a mentor to individual students, the resident Program Specialist will guide students in reading and reflection weekly as a cohort class to encourage a robust exchange of ideas and an atmosphere of shared learning among student participants. Over five years, it is estimated

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3 The Association of American Colleges and Universities (AAC&U) has highlighted “field-based learning with community partners” as a high-impact educational practice when reflection on student experiences is embedded in the course – when students are guided to connect their individual experiences with the community context that, in this case, will have been introduced during the previous semester. Service-learning that supports the students’ “deep learning” (e.g. components of analysis, synthesis, and integrative learning), “general education” (e.g. writing and speaking skills, analysis of issues, etc.), “practical competence” (e.g. work-related knowledge and skills, working effectively with others, the use of technology, quantitative problem-solving and real-world problem solving), and “personal and social development” (e.g. developing ethics, understanding different backgrounds, understanding self, contributing to community, etc.)
that sixty students will contribute more than 5,000 hours to the Northside Community and lay the foundation for thoughtful engagement by even more students in years to come.

The Practicum course will be taught by the human/community sustainability professor, with the fall-semester courses described above as prerequisites. The Program Specialist will support the course by developing activities focused on the issues related to building a sustainable social and economic system, including employment opportunity and creation, food, housing security, education, energy, art, leisure, and recreation; these activities will intentionally bring students together with members of the Northside community. The Program Specialist will also develop relationships with local organizations to place students for their practicum opportunities, as well as ascertain that practicum logistics run smoothly and serve the needs of the community as well as the students.

The Wofford Community-Based Research (CBR) Program

Because many students and faculty members will not be able to participate in the Northside Living-Learning Initiative, we aim to create another venue through which most faculty and students can collaborate and partner with and learn from the Northside. Wofford’s CBR Program will be a collaboration between Wofford and its larger communities for the mutually beneficial exchange of knowledge and resources, in a context of partnership and reciprocity. Through partnership with community members, questions of concern to Northside, as well as Glendale, partners will be defined, researched and evaluated collaboratively by community, faculty, staff and students. Priority will be given to those research questions that emerge from or impact community members and organizations, thus deepening Wofford’s partnerships and sustained commitment in these communities.

The purposes of the CBR Program will be to join college and community knowledge and resources to; 1) prepare educated, engaged citizens; 2) strengthen democratic values and civic responsibility; 3) address critical societal issues; 4) contribute to the public good; 5) enrich scholarship, research and creative activity; and 6) enhance curriculum, teaching and learning. 

(See Carnegie Foundation, Classification for Community Engagement, 2015).

For students, participating in a CBR project with community and faculty sponsors will amount to participation in at least two, simultaneous, high-impact educational practices (HIPs): service-learning and undergraduate research. Students will also work across difference toward a common civic aim; connect their classroom learning with ongoing efforts to analyze and solve community problems; participate in dialog with and receive coaching from peers, community partners, staff and faculty, which contributes to the analysis and synthesis of learning; and gain the sense of excitement that comes from working to answer important questions.

The program will integrate evidence-based or proven program models that enhance the organization’s or community’s effectiveness and build their capacity, while leveraging Wofford’s ability to provide relevant research or information to serve community needs, and
deepening our mutually beneficial partnerships. The Program Specialist will be a critical driver of this program, and collaborate with Wofford’s Center for Global and Community Engagement and Center for Innovation and Learning to determine how to optimally track and measure program outcomes.

**COST SUMMARY**

- **$xxx:** Residential housing construction for twelve students & Resident Director/Program Specialist

- **$xxx:** Course development and practicum support

- **$xxx:** Program Specialist position, full-time with benefits

- **$xxx:** Support for student/faculty (and staff) collaborative research and community partner development to launch the CBR program

The Program Specialist will be hired in FY 2018. In that second year the gift would cover all costs for the Program Specialist position; in year three the gift would cover three-quarters of the costs; in year four the gift would cover one-half of the costs; in year five the gift would cover one-quarter of the costs. Wofford would cover all costs of the position beginning in year six. See chart below.

**ii. Glendale Shoals: Experiential Learning and Interdisciplinary Inquiry**

With the dedication of the Goodall Environmental Studies Center in 2010, some in attendance noted that Wofford College had thrived for over 150 years, as our alma mater says, “on the city’s northern border.” The opening of the Goodall Center at Glendale Shoals forged a Wofford connection to the Southeast in Glendale that we expect to last just as long. That college vision of an enduring commitment to all the environments it stewards was extended that day to an old textile mill village and the woods and waters far south of the northern border.

A tragic fire in 2004 leveled most of the massive historic buildings of the Glendale Mill, and the mill’s owner deeded the remaining building, the old textile mill’s office, to Wofford College in September of 2007. The three acres of land surrounding the Goodall Environmental Studies Center were also included in the mill owner’s gift, along with half-mile of stream frontage and access to the six-acre floodplain. With our million dollar investment in 2009 we renovated the 2,000 square foot mill office building to LEED Platinum standards, the first academic building at this level in South Carolina. In return we acquired citizenship in an entire human and natural community located on Spartanburg County’s eastern suburban frontier.

Glendale has evolved from its earliest stages as a field station to a true teaching and research center, a place where a living/learning laboratory could stretch far outside the walls of traditional classrooms. Glendale Shoals is one of the most dramatic stretches of waterfalls and whitewater
in the region. Directly across the stream from the Center is a 13-acre wildlife preserve (part of the 20-acre Glendale Shoals Preserve) held in trust by SPACE (the Spartanburg Area Conservancy), a Wofford partner in environmental study and outreach. Downstream are thousands of acres of undeveloped land, while upstream stretches a green corridor that leads right through urban Spartanburg toward Wofford’s main campus.

Being both a functional and instructional model of Wofford’s commitment to utilizing best practices in sustainability, the Goodall Environmental Studies Center is a multi-use (e.g., wet labs, seminar room, outdoor amphitheatre), state-of-the-art teaching and laboratory facility. This new funding will support the latest extension of the Goodall Environmental Studies Center. The expansion of our programming will help realize the Environmental Studies Program’s dream of a true interdisciplinary center for community sustainability. The Goodall Center will be the hub for new programs that will also extend into the mill village.

The Goodall Center is located adjacent to the Lawson’s Fork Creek – a river contained entirely within the boundaries of Spartanburg County from headwaters to confluence. The location within the Glendale Village, as well as the influence of the urban landscape upstream, provides unique opportunities for interdisciplinary environmental study through academic courses, as well as research by students and faculty

The Learning Landscape: Linked Courses
We propose to arrange learning opportunities in which Wofford students spend two full days each week at the Goodall Center, taking linked courses taught by faculty from departments across the College. Environmental Studies faculty already have a track record of creative “course collisions” with the departments of Biology, Economics, and Art & Art History. The prototype learning community, Nature and Culture of Water, taught for six years, linked a freshman humanities class with a biology class in a hands-on course that spent a full day in the field each week. The economics collaboration, conducted twice, brought together students in the Economics Department’s Water Law, Economics and Policy class with Environmental Studies’ Hydrology and Water Resources. In Spring 2014, students in Introduction to Studio Art, which fulfills a general education requirement, and Art and Earth, an elective within the Environmental Studies major, spent a joint lab session together each week. Collaborative projects included plein air painting with handmade watercolor paints, which incorporated concepts of geomorphology and landscape development as well as pigment sourcing; exploration of drawing media including charcoal, which were also discussed in the context of prehistoric art and the artistic impulse; and a soapstone carving project that was accompanied by a field experience in a quarry.

The new paired courses, like those proposed for the Northside, would be on-site at Glendale (with some excursions to other relevant sites) for two full days each week. One such pairing each year would incorporate a one-week travel/study opportunity in the following summer, to either a domestic or an international location relevant to the course
of study (See “Beyond Spartanburg” below). Examples of linked course possibilities include the following, as well as those listed above:

- **Energy:** A Physics course linked with a Government course will bring practical understanding to energy concepts and issues. Students will learn to evaluate energy policy proposals by critically analyzing the physical concepts involved in energy production and utilization, including fossil and alternative sources, using on-site measurements and experiments at the Goodall Center, together with regulatory and international contexts for energy distribution and management.

- **Food Systems:** A Philosophy course paired with an Environmental Studies course would examine the ethics associated with modern agriculture, food production and distribution while developing hands-on expertise in small-scale farming by managing the Carolyn C. Converse Garden at the Goodall Center – planting, nurturing, harvesting, and cooking produce, and gaining an introduction to viticulture in our own vineyard of native grapes.

- **The Shoals – A human and natural history:** Two required courses for Environmental Studies majors, *Environmental Humanities* and *Environmental Social Sciences*, will take on new depth when focused on Glendale Shoals. The rich layers of history reaching back to Native Americans, through settlement by the Scots-Irish and other Europeans, and development of the textile industry will be explored through readings, field studies, and creative projects that will produce public exhibits at the Goodall Center.

**Expanding the Learning Landscape**

As the mills declined, Spartanburg turned away from the Lawson’s Fork; by the 1990s the river’s visibility in the community had diminished considerably. In 2000 the Hub City Writers Project published *The Lawson’s Fork*, a book that raised local awareness of the river and its role in Spartanburg’s history. It captures oral histories of people who grew up along the river, as they recount stories of the water running “indigo blue” one day and pink the next – these textile dyes providing visual evidence of the numerous pollutants, both visible and invisible, that were released into the water.

Representing the southern-most impoundment on the Lawson’s Fork, the lake behind the dam at the rocky shoals in Glendale once spanned 65 acres and was a site for recreation and fishing enthusiasts. Now, a little over a decade later, sedimentation has reduced the pond to about two acres. Glendale Shoals, the surrounding mill village, and the creek serve as a primary learning landscape — the ever-shrinking reservoir behind the dam on the shoals, the old textile mill, grist mills, and ironworks sites, the suburbs pushing out from Spartanburg, the natural woodlands surrounding the village, and the village itself. The site’s wide variety of dynamic natural and cultural resources serves as the basis for an impressive range of scientific research and other forms of inquiry.

Economic forecasts recently completed by the Palmetto Conservation Foundation (PCF) indicate
that if current demographic trends continue, the undeveloped tracts adjacent to the 20-acre Glendale Shoals Preserve could offer an island of fairly protected green space in the middle of what will become urban Spartanburg in a few decades. As representative of changes underway, a private foundation donated nearly $2 million to PCF to renovate a historic Methodist church in Glendale village into an outdoor leadership center complete with climbing wall, trails, and bike paths. Wofford’s work to establish our field center in partnership with SPACE and PCF has established protection and enhancement for the educational green space of the Glendale Shoals Preserve in perpetuity, and we continue to expand new research opportunities for our students as our program develops.

**Research Opportunities**

Glendale Shoals Preserve, the 20-acres of land managed in partnership between Wofford College, the Spartanburg Area Conservancy (SPACE), and the Palmetto Conservation Foundation (PCF), has regularly been the subject of research within Environmental Studies courses, and the focus of several senior capstone projects. Capstones have included a study of E.Coli along the Lawson’s Fork Creek, a science education summer camp, an experiment with micro-hydro power, a plan for historical and ecological interpretive signs along the trail, and a crop rotation plan with educational explanations for the Carolyn Converse Garden. Our students and faculty are eager for more opportunities for field research, and the community benefits from new data and knowledge generated in the quickly-evolving area of environmental sustainability.

Acquisition of instrumentation and equipment will greatly facilitate further scientific and archeological research at the Preserve, as well as assessment of household efficiency through thermal imaging in the Glendale village and on the Northside, in collaboration with residents. Major areas of interest include watershed dynamics, wetlands and woodlands ecology, microclimate analysis, archaeological studies, and analysis of hydroelectric power potential. The mill site itself provides opportunities for brownfields assessment and for documentation of recovery from disturbance. Long-term and comparative study of plant communities is possible because of our herbarium collection that features over 400 plants, thought to represent over 95% of all plants present at the Preserve. Watershed dynamics research is facilitated by existing monitoring equipment on site and at other locations within the Lawson’s Fork Creek watershed; a stream gauge, several weather stations, and a video camera trained on the dam (the “dam cam”) all provide continuous data that are available in real time from Wofford’s Environmental Studies web page.

We propose funding support for (1) new instrumentation; (2) sensor networks that will allow for additional real-time study; (3) data streaming and maintenance of the currently operating equipment, and (4) as student and faculty scholarly interests develop, a portion of the requested funds will be allocated to student and faculty research and senior capstone projects over the next five years.
Examples of new instrumentation for study of watershed and sediment dynamics might include analytical equipment and sensors, water and sediment samplers, and water level and core loggers for shallow wells. Robust ecology studies will be possible with wildlife cameras, soundscape recorders, thermal imaging cameras, geodetic-grade Global Positioning System equipment, leaf and soil moisture sensors, and dendrometer bands for monitoring tree growth. (Thermal imaging cameras may also be used to document energy loss in buildings, permitting focused repairs to improve efficiency). Archaeological study will be facilitated by magnetic susceptibility equipment.

COST SUMMARY
- $xxx: acquisition of and enhancements to the 1,322 sq. ft. mill house next to Goodall Center
- $xxx: equipment for research and support for students and faculty
  (includes approximately $xxx for new field equipment, $xxx for sensors and data loggers, $xxx for monitoring equipment support, $xxx for new student and faculty proposals for research and student capstone projects)
- $xxx: linked course development

TOTAL: $xxx

iii. Beyond Spartanburg: Connecting Communities
Wofford’s strategic vision is very clear about our 21st-century agenda for our place in our world. Three of the visioning process working groups focused pointedly on the crucial importance of enabling our college communities to situate themselves in our shared global context. Putting those values into action within the framework of sustainability means that we help students connect their curricular and co-curricular learning so that they can carve intentional paths post-Wofford as reflective, responsible, and globally-fluent citizens. Our proposed new curricular initiative is comprised of three innovative student learning experiences.

We propose three exciting experiential programs that will link our on-campus and local community interactions with opportunities for immersion in other landscapes, both domestic and international. The first is the week-long travel/study experiences that are linked to our course immersions in the Northside and at Glendale, detailed earlier in the proposal. Two of these each year would interweave themes from the community-focused courses with parallel themes in a location facing similar issues, and the twelve students, together with faculty and a representative from the local community (Glendale or Northside), will spend a week in this location during the following summer.

The second is interim travel/study focused on social-ecological systems. Each year, one interim course will be sponsored by the Milliken fund to explore a particular sustainability theme (e.g. energy, water, environmental justice) in a local (Northside or Glendale), domestic, or
international location, or a combination of these locations. Potential topics might include Emerging Economies, Sustainable Development of the Global Economy, Health Economics, Poverty Alleviation Through Business Strategy, International or Social Entrepreneurship, Historical & Contemporary Human Migrations, or Experiments in Urban Sustainability, among many others.

Third, we will sponsor annual summer workshops here on campus, bringing together local community members with the appropriate combination of participants chosen from among faculty from Wofford partner institutions in the U.S. and abroad, local, regional, and national leaders, Wofford faculty, and students to focus on particular environmental and community sustainability issues that we are facing here. The group will concentrate on real situations, rather than a purely theoretical framework, where a broad range of experience can be leveraged to generate new models and initiatives for community sustainability. Each workshop group will hold a charrette focused on a particular issue or problem related to the Northside, Glendale, or Wofford communities identified by community members, faculty/staff and students during the fall semester preceding each charrette. Visiting participants will be chosen for their expertise and ability to contribute meaningfully in relation to the issue of interest. The outcomes will reflect input from all participants and inform relevant courses (i.e. Northside community sustainability course, campus sustainability courses, Glendale linked courses) for the following year, and any products generated (reports, maps, plans) will be made available to the public through our library’s Digital Commons and other appropriate venues.

International and domestic travel and choice of visiting summer workshop faculty will be facilitated through programs with our international study abroad partners (IES Abroad and the Council on International Education Exchange) as well as with partnering U.S. institutions. Examples of programs that we might visit or draw upon include the following:

**UNITED STATES**
- Agnes Scott College – Environmental Studies & Sustainability
- College of Charleston – Environmental Studies & Sustainability
- University of Detroit – Neighborhood: University Commons – Community Building
- North Carolina State University – The Center for Human Health and the Environment – Community Building

**EUROPE**
- IES Abroad Freiburg – Environmental Studies & Sustainability
- CIEE Groningen – Urban Planning & Society
- CIEE Berlin – Global Architecture & Design (features “Future Cities” seminar)
- DIS – Environmental Science of the Arctic, Urban Studies/Design, Sustainability, and Green Living & Learning Community

**LATIN AMERICA**
- IES Abroad Galápagos Islands

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CIEE Monteverde – Tropical Ecology & Conservation
CIEE Rio de Janeiro – Environment & Sustainability Studies

AFRICA
CIEE Stellenbosch – Sustainability & Community
SIT Madagascar – Biodiversity & Natural Resource Management

ASIA
IES Abroad Kunming – Regional Development in China & Southeast Asia
CIEE Beijing – Environmental, Cultural & Economic Sustainability
CIEE Khon Kaen – Development & Globalization
SIT Mongolia – Geopolitics & the Environment

COST SUMMARY

- $xxx: One-week travel/study opportunities (linked to the Northside and Glendale courses)
- $xxx: Interim courses (January or Summer)
- $xxx: Summer workshops held at Wofford

We anticipate that the one-week summer travel/study opportunities associated with the Northside and Glendale courses will each cost $xxx for sixteen participants (12 students, 2 faculty, 2 community members), and that there will be two such opportunities each year for five years. Interim comparative community/ ecology courses will be subsidized at approximately $xxx for fifteen students and two faculty members. There will be one each year for five years. Costs for bringing several faculty from partner institutions or other non-local content experts to campus workshops, along with stipends for participating Wofford faculty experts, will be $xxx each summer for five years.

TOTAL: $xxx

TOTAL COST FOR STEP TWO: $xxx

- $xxx: Core campus program
  - $xxx – Two faculty positions
  - $xxx – Speaker series

- $xxx: Northside program
  - $xxx - Residence hall
  - $xxx - Program Specialist
  - $xxx - Course development and practicum support
  - $xxx- Community-Based Research (CBR)
-$xxx: Glendale program
- $xxx - Mill house acquisition
- $xxx - Research equipment and research project funding
- $xxx - Course development

-$xxx: Beyond Spartanburg: New Curricular Initiative
- $xxx - Travel study
- $xxx - Interim courses
- $xxx - Summer workshops

Step 3: Innovating for the future

All of the activities described thus far lead naturally to the desire to change the status quo on campus and in our local communities, by a critical mass of the campus population. The assessment and study, the deep community connections gained by learning in the landscape, the ideas generated through travel/study and by bringing leaders in the field to campus for workshops – all of these create the impetus to develop stronger communities with new opportunities to flourish. Transformative action will be the natural consequence. This section describes the concrete activities we will undertake to establish new ways of operating.

Campus Policy Review and Development

Our assessment of campus systems and practices, described in Step 1, together with review of the strategic vision developed by the Wofford community last year, will guide the process of developing new policies and customs to reduce Wofford’s harmful impacts within and outside our campus. We intend to review and update our policies in the following areas: carbon emissions, construction, grounds, travel, food systems, purchasing, waste management, water management, and investments. In many of these areas, more sustainable procurement and use systems would be economically beneficial within a few years of their adoption – good decisions for Wofford entirely aside from their environmental and educational advantages.

We envision a new Council on Sustainability to include representation from the administration, the business office, the Physical Plant, faculty, staff, students, and the Board of Trustees. The Council would, each semester, review and assess the College’s current written and/or informal policies in one of the areas listed above, potentially in conjunction with a course offering, Sustainability Science, taught by the new faculty member in environmental sustainability. Over the course of five years, action plans would be developed and implementation begun for each of these critical campus systems.

Each semester the Council would meet with relevant departments and personnel as well as alumni with expertise in the field, seek information from leading campuses across the nation, and
pursue guidance from AASHE (the Association for Advancement of Sustainability in Higher Education) to determine current best practices and develop a customized and comprehensive recommendation for implementation at Wofford, with a timeline incorporating measurable criteria for progress. The Council would continue this pattern of review so that each campus system is re-visited within any five-year period to assess the outcomes from prior recommendations, and to update policies and plans in accordance with new technologies or other developments. Through this practice, the College will make measurable, marketable reductions to our adverse social and environmental impacts. It will show that sustainability, sometimes an abstract concept in the intellectual sphere, translates into a concrete series of meaningful and measurable actions in the operational sphere.

**Innovation Fund for Students**

Creating and implementing ideas to reduce harmful impacts and make positive change requires a development mechanism. The mechanism for this at Wofford will be The Space to: Impact, part of Wofford’s professional development program in The Space in The Mungo Center. The Space to: Impact, or Impact program, teaches entrepreneurship skills to students who want to learn how to impact their campus, local or global communities. It is a proven program in which students learn essential skills such as design thinking, entrepreneurship, and the consultative approach to problem solving through project-based experiences. Students participating in the Impact program work with The Space staff through one-on-one sessions and workshops and learn how to market, brand, promote, and launch both businesses and non-profits.

With additional investment, The Space to: Impact will be able to encourage and support additional student projects focused on environmental and human/community sustainability. This is exciting, because we know that our students are interested in these types of projects. For example, student Impact projects have included a non-profit working with recently incarcerated individuals to help them earn a degree, and a composting business. Several Wofford students have also become active in new social entrepreneurship programming offered through the Algernon Sydney Sullivan Foundation. The Impact track in The Space’s annual Impact & Launch competition (a Shark-Tank style pitch event) is a perfect fit for those students developing environmental and community sustainability projects within the Impact program. Innovation Fund funding would then be distributed at the Impact and Launch competition for winning proposals.

Projects have the potential for real local impact. For example, the Northside and Glendale Village communities are currently served by very few commercial activities. Our creative students may develop small business prototypes that launch current students and young alumni into exciting ventures that keep them in Spartanburg while providing resources to the campus, the Northside and Glendale communities and, potentially, employment opportunities for residents. Recreation, food service, and energy efficiency improvements to Northside and Glendale residences are all promising possibilities. Students may also decide to develop on-
campus projects. These projects can contribute in new and unexpected ways to our campus sustainability efforts. As students innovate and shape community inside and outside campus boundaries, they will also be helping to transform campus culture around sustainability.

Students with interest in entrepreneurial activities around issues of sustainability will have the opportunity to apply internally at Wofford to attend robust social entrepreneurship conferences and workshops presented by the Algernon Sydney Sullivan Foundation. The Sullivan Foundation, working through its campus partners like Wofford, has begun to provide funding for many students each year to interact with students and professionals elsewhere with comparable social entrepreneurship goals. Students will return with knowledge and ideas for additional projects to share with the Wofford community, leading to an ever-increasing number of students who are deeply engaged with sustainability efforts. This is how campus culture is transformed – through the sharing of ideas, examples, and experiences.

An investment of approximately $xxx would include programming costs for students interested in learning how to develop environmental and community sustainability projects and businesses, and awards made through the annual Impact & Launch competition. As student interest builds and the Innovation Fund grows with energy savings, Wofford will explore ways to further enrich the opportunities detailed in this section.

**COST SUMMARY**

- $xxx: Programming costs over five years for targeted training & research materials, including books, for approximately 20 students

- $xxx: Impact & Launch award funding & competition production costs over five years

**TOTAL: $xxx**

**TOTAL COST FOR STEP 3: $xxx**
IV. Budget Summary

V. Assessment

The new and enhanced programs and activities outlined in this proposal are likely to yield positive results in five key areas:

1. **Community impact** – critical societal issues are addressed; the public good is enhanced
2. **Student impact** – growth and development of those who participate in one or more of the new or enhanced programs or activities supported by the grant
3. **Faculty/Staff impact** – growth and development of those who participate in one or more of the new or enhanced grant programs and activities
4. **Institutional impact** – enhanced community goodwill, as well as outcomes realized by students, faculty and staff who are not directly involved in grant-supported activities.
5. **Environmental impact** – measurably reduced use of non-renewable resources, reduction of Wofford’s waste stream, and changes in environmental attitudes and individual practices among the Wofford community (and, where practical, our community partners)

**Community Impact**

**Intended Outcomes - General:** Initiation and expansion of our project will lead to more and deeper collaborative interactions with our various communities and will produce related scholarship for the mutually beneficial exchange, exploration and application of knowledge, information, and resources (research, capacity-building, economic development, etc.). An annual faculty/staff community engagement survey is in development now at Wofford, and should be able to track our progress on these outcomes. Surveys and focus groups of community partners and members will also help to analyze progress, as well as evidence of this intended outcome reflected in our community partners’ communications with their stakeholders.

**Issue-specific intended outcomes:** These outcomes will necessarily depend upon the environmental and social issues being addressed in curricular and co-curricular programming. Examples might include: number of pounds of food grown; water quality indicators in Butterfly Creek; number of economically disadvantaged people with improved financial literacy or security; number of students with improved academic performance in literacy, math, and academic engagement; numbers of students with improved social or emotional development; numbers of students entering post-
secondary institutions; numbers of students earning post-secondary degrees; etc.

Partner-specific intended outcomes: While these outcomes will depend on the partners’ needs, examples might include: an environmental scan of community context and need; new training modules for volunteers; improvement or expansion of programming materials like curricula and toolkits; participant outreach and recruitment; research findings; program assessment; improvement or expansion of program development and delivery; new systems for using technology to support organizational effectiveness; establishing or expanding a pool of volunteers; etc. The issue-specific and partner-specific outcomes will be solidified at the beginning of the partnership with each partner; that agreement will also detail the timing and means of assessment. It is important that the assessment process is a collaborative one between the College and the community partners.

Student Impact
Intended Outcomes: Intentional focus on the issues that comprise this project will produce student-created artifacts that document student impact. These artifacts would include blogs, websites, wikisites, and personal journals. Students will demonstrate an enhanced capacity for critical thinking, data evaluation, and rational analysis of data as applied to public issues. This leads to improved inquiry regarding the civic dimensions and public consequences of study subjects as well as a heightened awareness of public decisions’ impact on civic entities. Class discussions, observations of students and analysis and assessment of student-produced artifacts will help track progress on these intended outcomes; this assessment will include students supported by the Innovation Fund. Many student attitudes and behaviors relative to civic engagement (including environmental efforts), interaction with diverse perspectives, and community involvement can also be assessed through current instruments utilized by the College and highlighted below (Assessment: Instruments and Scheduling). These instruments will be critical in measuring students’ progress.

Faculty & Staff Impact
Intended Outcomes: Faculty will begin to associate their scholarship more closely with their curricular engagement through grant-supported activities (e.g., research studies, conference presentations, pedagogy workshops, publications, etc.) In the same way that students will learn that the classroom extends outside Wofford’s main campus, faculty also will develop a deeper sense of energy and excitement in their teaching and faculty and staff alike will feel a deeper sense of connection to the community and to Wofford. Faculty/staff will develop a greater sense of place - understanding of the history, assets, needs, politics, economics and other facets of the community, and a more effective response because of that understanding. They will also feel that Wofford is tangibly increasing its commitment to sustainability. The faculty/staff community engagement survey as well as other more informal inquiry such as focus groups will allow the College to monitor impact.

Institutional Impact
Intended Outcomes: Campus culture will be transformed by this process that is intentional in teaching for civic engagement and reflective thinking about the place and role of our College in the community. We are certain that greater numbers of students will have taken a service-learning course at Wofford and will be thereby more satisfied with personal levels of community engagement while
More students will feel a deeper sense of connection to Spartanburg and develop a shared understanding or definition of community engagement. Community engagement will be more explicitly promoted as an institutional priority by the College leadership. It will be defined and planned for in Wofford’s strategic plans, emphasized in College recruiting and marketing materials, and celebrated with meaningful faculty recognition. Community engagement will be developed and carried out in ways that fundamentally build across and break down boundaries (such as curricular and co-curricular; disciplinary; or town/gown) and leverage the contributions of stakeholders to achieve learning and change. The National Assessment of Service & Community Engagement (NASCE) detailed below in (Assessment: Instruments and Scheduling) will be critical in assessing progress on changes in institutional culture, in addition to the faculty/staff engagement survey.

Environmental Impact

**Intended Outcomes:** We believe that through sustained educational programming in service of this project, Wofford can reduce its environmental impact in energy use and materials and food consumed. First, Wofford will analyze the reduction of non-renewable resources used in its campus operations. The sub-meters, dashboard and other related software will also serve as an assessment tool by providing necessary data for baseline energy consumption. Through the capture of an initial baseline, these data will help determine areas where energy saving opportunities should be implemented as well as any anomalies. Once possible new opportunities have been implemented or adjustments to existing equipment are made (not necessarily one-time, but continuing as identified), ongoing data capture and comparison to baseline will be used to assess usage. An overall assessment will be completed accordingly by the energy manager on an annual or bi-annual basis, taking into consideration months of usage specific to higher education and including seasonal fluctuations. This information will be provided to the AVP for Capital Projects and Facilities as well as the Chief Financial Officer and other constituents as necessary or upon request. It is important to note that sub-metering itself does not reduce energy costs. However, it is a driver for behavioral change and can identify inefficiencies in existing equipment as well as help determine best practices in new buildings and retrofits. Without these important pieces of data, we are unable to determine how to manage or reduce our consumption.

Wofford will also work toward reducing the quantity of our waste stream through monitoring recycling and analyzing reports from recycling services, as well as include food systems in its measurements of sustainability. Attitude surveys, observation of students, and analysis and assessment of student-produced artifacts will determine where the Wofford community demonstrates broader and more complex understanding of the relationships between environmental sustainability and human/community sustainability. Further, students’ electronic portfolio contributions will help determine where student-initiated actions toward sustainability increase, both on and off campus.

**Assessment: Instruments and Scheduling**

Instruments *(See Appendix C):*
• The Beginning College Survey of Student Engagement (BCSSE; given prior to arrival in first year), Indiana University. Begun fall 2014, will be given every fall.
• The National Survey of Student Engagement (NSSE; given in spring of first year and fourth year), Indiana University. Begun fall 2000, given every year except 2012.
• National Assessment of Service and Community Engagement (NASCE), Siena University, Begun fall 2014.
• Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics, Association of American Colleges and Universities (AAC&U); first workshops held spring 2014, especially the rubrics for:
  o Civic Engagement
  o Intercultural Knowledge
  o Lifelong Learning
• Cooperative Institutional Research Project (CIRP) & its two surveys – The Freshman Survey (TFS) and the College Senior Survey (CSS). Begun in fall 1965.

Wofford currently has substantial assessment data that can supply some of the baseline indicators that will enable demonstration of this initiative’s impact. The BCSSE provides baseline data on student perceptions of and participation in civic engagement activities (curricular & co-curricular) in their senior year in high school. To measure the impact of first year general education courses at Wofford, the NSSE is given in the spring of the student’s first year, and then, in the spring of the senior year, the student takes the NSSE again, thereby enabling longitudinal study of the same student from pre- to post-Wofford.

We know for example that our students participate in community service (either through a course or through co-curricular activities) at a rate that is comparable to national samples of comparison schools (See Figure C6.) but we also see that our seniors do so at a rate much below their rate in the first year at the college. We believe that sustained and intentional teaching of civic engagement throughout the curriculum will lead to our senior graduates integrating more fully and quickly into their ‘adult’ communities. Engaged citizens tend to vote in elections but from 1991 to 2011, the percentage of voting seniors taking the CSS has dropped from 39% to 33%. We believe therefore that by simply tracking student responses to questions on our various external assessment instruments, we will be able to demonstrate increased student participation in civic-minded projects in their coursework and in their private lives.

Additionally, the College has either implemented or will initiate with the Fall 2015 student cohort two other projects.

1. **Andrew W. Mellon Foundation Grant:** We are at the mid-point of a Mellon Foundation-funded project intended to strengthen the general education program through a renewed emphasis on writing and a new emphasis on information literacy, undergraduate research, electronic portfolios, and the digital humanities. The already-archived student writing samples will provide excellent direct
evidence of student reflective thinking and writing.

2. **Student Success Teams**: Beginning with the fall of 2015, we will be more intentional in guiding the student curricular and co-curricular programming through the implementation of Student Success Teams comprised of the student’s academic adviser, a professional staff adviser, and a near-peer student mentor. In the fall of 2015, we will begin a renewed emphasis on the link between class and life through a set of Living-Learning communities (LLC) and linked courses. Each LLC or linked pair will have a faculty and staff adviser helping to bring classroom learning to the world outside Wofford. The LLC / linked course project will expand by four new projects each year so that in the fall of 2020, all entering students who wish to participate in such a campus-community project are able to. For this year, our projects include:

- Philosophy in Action (Dr. Christine Dinkins, Philosophy & Perry Henson, Counseling),
- Street Art (Prof. Kris Neely, Studio Art & Dean Beth Wallace, Wellness)
- The Northside Documentary (Dr. Julie Sexeny, English & Dean Roberta Bigger, Student Affairs),
- Civic Learning (Drs. Anne Rodrick, History & Laura Barbas Rhoden, Spanish).

**Budget Review**
Finally, the College will perform continuous assessment of activities established by these grant funds, both tracking performance against the budget and undertaking more detailed, regularly-scheduled reviews so that project leaders can quickly identify any changes and pivot as needed. This will include distribution of monthly electronic budget reports to project leaders & in-person review sessions to ensure the College is meeting goals as anticipated in each project section (and sub-section as appropriate) with the amount budgeted and acting based on the variance.

**VI. Concluding Remarks**
Sustainability efforts cannot occur in isolation; we are morally obligated to consider our impacts, to strive to reduce social and ecological harm inside and outside our gates, and to make positive, transformative change. At Wofford we recognize the importance of strengthening our internal and external community through intentional interactions and mutual support. The ideas outlined here highlight Wofford’s ability and obligation to foster fruitful relationships with our neighbors as we develop sustainable practices. We strive to propel Spartanburg forward with our efforts and help create a model commitment to community sustainability.

*Imagine a Wofford student in the class of 2020.* She rises in the morning as natural light glows through the south-facing windows of her room in the Northside residence hall. She breakfasts on produce from Upstate farms and dairies. With her classmates, she rides her bike out to the Goodall Center, where she finds physics, poetry, and politics in the landscape and experiences around her. She is a junior, and she knows Glendale personally, has seen it change, spring to fall, morning to evening, year to year. She knows it from her classes, of course, but also from
working on projects in the community and from friends who live there. To her, the Lawson’s Fork is an old companion. At the end of the class day, she returns to campus and spends some hours on her Northside project – she is working on planting native species in a buffer zone on the Butterfly Branch – before doing the rest of her homework. Checking Facebook, she finds that one of her old roommates has visited a geothermal facility in Iceland. She writes to tell her parents about it – she thinks they might be interested in putting in a system for their home. She plugs in her phone and settles into bed – tomorrow promises to be just as full as today.

We are immensely grateful for your consideration of these ideas and look forward to a dynamic partnership. Thank you.
Appendices

Appendix A. Northside Student Housing
Deciding where to put our housing is one of the keys to this proposal. The options cannot be too far from campus, but far enough to create a sense of distance. We want to create a feeling of true community within the community and yet not disconnect the students from the reason they came to Wofford College in the first place—a strong sense of a small liberal arts residential campus.

We want twelve students to feel embedded in a thriving neighborhood right alongside the college. For these select students each year this will be real world “village” living, a study-abroad experience only a few blocks away from the main campus, a chance to step into dialogue and discovery with the growing tip of our city.

After discussion with the Northside Development Corporation, a recommendation would be for the Wofford residence in the Northside to be part of the model home block on the corner of Brawley Street and Farley Avenue. This site has deep and powerful institutional and symbolic significance. The boarding house originally on the site was where Wofford College graduate David English Camak in 1910 was appointed as a preacher in a “two-church mill hill circuit”—Glendale Methodist and Duncan Memorial Methodist Church in Spartan Mills. In this house he founded the Textile Industrial Institute in 1911.

The student residence might, for example, consist of LEED-certified duplex housing in three apartments for the twelve students and a separate apartment for the Program Specialist. A portion of the Program Specialist’s duplex could provide seminar space for the program. This location would offer easy access to Wofford, VCOM, the Food Hub, and the B-Cycle bike share program.
**Figure A1.** This map shows the location of the possible housing site for the Wofford residences and the distance from the main campus.
Figure A2. Renderings of “Green” duplexes already in the Model Home Block on Brawley Street. The Wofford housing option would be altered architecturally to fit the needs of our program, and yet not lose the sense of proportion or style established by the Northside standards. We want a sense that our students are living and learning in the community, and not outside it.
Appendix B. The Glendale Immersion Landscape

Image of Mill House proposed for acquisition

**Figure B1.** This historic 1902 mill house across from the Goodall Environmental Studies Center has been renovated in the last five years and is currently leased by the college. For the last three years it has served as the office and residence for our environmental programs outreach director. With its purchase we propose upgrades in its green footprint (heating and air, appliances, and native landscaping in particular) and an “upfitting” of the downstairs space to include a seminar room. The two upstairs bedrooms will serve as lodging for visiting scholars/writers/consultants for the Environmental Studies program and in the summers could potentially serve a visiting artist/scholar program in future.
## Appendix C. Assessment instruments

### Figure C1. Excerpt of BCSSE Survey

#### Expected First Year Experiences

10. *During your last year of high school, about how often did you do the following?*

<table>
<thead>
<tr>
<th>Very often</th>
<th>Often</th>
<th>Some times</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- a. Came to class without completing readings or assignments
- b. Prepared two or more drafts of a paper or assignment before turning it in
- c. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- d. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- e. Evaluated what others have concluded from numerical information
- f. Identified key information from reading assignments
- g. Reviewed your notes after class
- h. Summarized what you learned in class or from course materials
- i. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- j. Examined the strengths and weaknesses of your own views on a topic or issue
- k. Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective

11. *During your high school years, how involved were you in the following activities at your school or elsewhere?*

<table>
<thead>
<tr>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
<th>Not at all</th>
</tr>
</thead>
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</tbody>
</table>

- a. Performing or visual arts programs (band, chorus, theater, art, etc.)
- b. Athletic teams (varsity, JV, club sport, etc.)
- c. Student government
- d. Publications (student newspaper, yearbook, etc.)
- e. Academic clubs or honor societies
- f. Vocational clubs (business, health, technology, etc.)
- g. Religious youth groups
- h. Community service or volunteer work

12. *During your last year of high school, to what extent did your courses challenge you to do your best work?*

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

- a. Not at all
- b. Somewhat
- c. To some extent
- d. To a significant extent
- e. Very much

13. *During the coming school year, about how many hours do you expect to spend in a typical 7-day week doing each of the following?*

<table>
<thead>
<tr>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>More than 30</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

- a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- b. Working for pay on- or off-campus
- c. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
- e. Doing household chores

14. *During the coming school year, of the time you expect to spend preparing for class in a typical 7-day week, about how many hours will be on assigned reading?*

<table>
<thead>
<tr>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>More than 30</th>
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</tbody>
</table>

15. *During the coming school year, about how often do you expect to do each of the following?*

<table>
<thead>
<tr>
<th>Very often</th>
<th>Sometimes</th>
<th>Never</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

- a. Ask another student to help you understand course material
- b. Explain course material to one or more students
- c. Prepare for exams by discussing or working through course material with other students
- d. Work with other students on course projects or assignments
- e. Talk about career plans with a faculty member
- f. Work with a faculty member on activities other than coursework (committees, student groups, etc.)

16. *During the coming school year, about how often do you expect to do the following?*

<table>
<thead>
<tr>
<th>Very often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- a. Ask another student to help you understand course material
- b. Explain course material to one or more students
- c. Prepare for exams by discussing or working through course material with other students
- d. Work with other students on course projects or assignments
- e. Talk about career plans with a faculty member
- f. Work with a faculty member on activities other than coursework (committees, student groups, etc.)
Figure C2. Excerpt of NSSE Survey

<table>
<thead>
<tr>
<th>During the current school year, about how often have you done the following?</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked questions or contributed to course discussions in other ways</td>
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<tr>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
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</tr>
<tr>
<td>Come to class without completing readings or assignments</td>
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<tr>
<td>Attended an art exhibit, play, or other arts performance (dance, music, etc.)</td>
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<tr>
<td>Asked another student to help you understand course material</td>
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</tr>
<tr>
<td>Explained course material to one or more students</td>
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</tr>
<tr>
<td>Prepared for exams by discussing or working through course material with other students</td>
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</tr>
<tr>
<td>Worked with other students on course projects or assignments</td>
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<tr>
<td>Given a course presentation</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>During the current school year, about how often have you done the following?</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined ideas from different courses when completing assignments</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connected your learning to societal problems or issues</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examined the strengths and weaknesses of your own views on a topic or issue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Learned something that changed the way you understand an issue or concept</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connected ideas from your courses to your prior experiences and knowledge</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Figure C3. Excerpt of NASCE Survey

| Addressing homelessness or housing (e.g. Habitat for Humanity, Affordable Housing) | I would participate at an event or short-term drive. Usually it was a one-shot type of involvement. | I was involved on a regular basis for a period of time. One example would be a regular commitment to be there once a week for an entire semester, or another would be to participate on a service trip for most of each day for a period of time. | I was deeply involved in a project or cause and dedicated to it. Rather than thinking of my service as a chore or time commitment, I was drawn to serve by the issue or problem and worked towards its resolution. |
| Religious or Spiritual service (e.g. teaching a Sunday School class, mission work) | | | |
| Environmental efforts (e.g. local clean-up, environmental advocacy) | | | |
| Working to promote health or fitness (e.g. donating blood, visiting the sick, raising money to combat a disease) | | | |
| Civic participation/Promoting public awareness (e.g. voter awareness, human rights, refugees & immigration, public safety) | | | |
| Youth services (e.g. tutoring, coaching, working on a toy drive) | | | |
| Elder care (e.g. adopt a grandparent, nursing home) | | | |
| Economic opportunity, access, and development (e.g. tax assistance, job training, fair trade) | | | |
| Addressing hunger and nutrition issues (e.g. soup kitchen, food drive) | | | |
| 5(q://O029/ChoiceTextEntryValue/10) | | | |

Q21 Have you participated in a service-learning course here at XYZ?
- Yes
- No

Q22 How many service-learning courses have you taken during your time here at XYZ?
- 1
- 2
- 3
- 4
- 5 or more
Figure C4. Excerpt from Wofford NASCE results

2014 National Assessment of Service and Community Engagement
(NASCE)

Presented to Wofford College
By the Siena College Research Institute (SRI)
Dec. 9, 2014

SIENACollege
Siena Research Institute

WOFFORD

515 Loudon Road
Loudonville, NY 12211
Environmental Efforts

Do you participate in service addressing environmental efforts?

- No 76%
- Yes 24%

With what frequency?

- Once or Twice a Year: 36%
- Several Times a Year: 36%
- About Once a Month: 17%
- Several Times a Month: 8%
- About Once a Week: 4%
- More Than Once a Week: 0%

With what depth?

- One Shot: 61%
- Regular Involvement: 32%
- Deep Commitment: 8%

Capacity Contribution: Environmental

- 76% of students do no service addressing environmental needs.
- 24% of students contribute to a POP score of 17.
- 10% of students account for 72% of the Environmental POP score.

Produced by the Siena College Research Institute
© Dr. Mathew Johnson and Dr. Donald Levy
## Foundations and Skills for Lifelong Learning VALUE Rubric

Lifelong learning is “all purposeful learning activity undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be the type of learner by developing specific dispositions and skills (described in this rubric) while in school. (From The European Commission, 2009, Commission staff working paper. A memorandum on lifelong learning. Retrieved September 3, 2009, from www.ec.europa.eu/education_p/education_en/pdf/lifelong-education-en.pdf)

Evaluators are encouraged to assign a type to any work sample or collection of work that does not meet benchmark (full or any level) performance.

<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
<th>Milestone 1</th>
<th>Milestone 2</th>
<th>Milestone 3</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curiosity</strong></td>
<td>Explores a topic in depth, yielding rich awareness and/or little known information indicating intense interest in the subject.</td>
<td>Explores a topic in depth, yielding insight and/or information indicating interest in the subject.</td>
<td>Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.</td>
<td>Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.</td>
<td></td>
</tr>
<tr>
<td><strong>Initiative</strong></td>
<td>Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work and identifies opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work</td>
<td></td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>Educational interests and pursue outside classroom requirements. Knowledge and/or experiences are pursued independently.</td>
<td>Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.</td>
<td>Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.</td>
<td>Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently</td>
<td></td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td>Makes explicit references to previous learning and applies in an innovative, new and creative way that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing defined meaning or indicating a broader perspective about educational or life events.</td>
<td></td>
</tr>
</tbody>
</table>
# Intercultural Knowledge and Competence VALUE Rubric

For more information, please contact [email protected]

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**Definition**


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<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Cultural self-awareness</td>
<td>Articulate insights into one's cultural rules and biases (e.g., cultural norms, values, and beliefs).</td>
<td>Recognize new perspectives about one's cultural rules and biases (e.g., not engaging in cultural bias).</td>
</tr>
<tr>
<td>Knowledge of cultural worldviews</td>
<td>Demonstrate a sophisticated understanding of the complexity of the interconnections between members of another culture in relation to their history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrate a moderate understanding of the complexity of the interconnections between members of another culture in relation to their history, values, politics, communication styles, economy, or beliefs and practices.</td>
</tr>
<tr>
<td>Skills</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Empathy</td>
<td>Interpret intercultural exchanges from the perspectives of one's own and one's worldviews and demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group.</td>
<td>Recognize intercultural perspectives and utilize empathy in interactions.</td>
</tr>
<tr>
<td>Verbal and nonverbal communication</td>
<td>Articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrate understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit statements) and to be able to skillfully negotiate a shared understanding based on these differences.</td>
<td>Recognize and participate in cultural differences in verbal and nonverbal communication and begin to negotiate a shared understanding based on these differences.</td>
</tr>
<tr>
<td>Activities</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Creativity</td>
<td>Ask complex questions about other cultures and seek out and articulate answers to these questions that reflect multiple cultural perspectives.</td>
<td>Ask deeper questions about other cultures and seek out answers to these questions.</td>
</tr>
<tr>
<td>Activities</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Openness</td>
<td>Initiate and develop interactions with culturally similar others.</td>
<td>Express openness towards, if not all, interactions with culturally similar others.</td>
</tr>
</tbody>
</table>

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43
Figure C6. Excerpt from Wofford CIRP results

| TABLE 1 |
|-------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                        | Your Institution | Comp Group 1    | Comp Group 2    |                 |                 |                 |
|                        | TFS   | CSS   | Change | TFS   | CSS   | Change | TFS   | CSS   | Change |
| Performed volunteer or community service work |             |             |         |             |             |         |             |             |         |
| Frequently             | 37.7% | 21.3% | -16.4% | 32.0% | 21.2% | -10.8% | 34.8% | 19.8% | -15.0% |
| Occasionally           | 60.7% | 62.3% | 1.6%   | 58.1% | 61.1% | 3.0%   | 55.7% | 57.6% | 1.9%   |
| Not at all             | 1.6%  | 16.4% | 14.8%  | 9.0%  | 17.8% | 7.9%   | 9.4%  | 22.6% | 13.2%  |
| Total (n)              | 61    | 61    | -      | 2,112 | 2,112 | -      | 6,929 | 6,929 | -      |
| Mean                   | 2.36  | 2.05  | -0.31  | 2.22  | 2.03  | -0.19  | 2.25  | 1.97  | -0.28  |
| Standard Deviation     | 0.52  | 0.62  | -      | 0.61  | 0.62  | -      | 0.62  | 0.65  | -      |
| Significance           | -     | ***   | -      | ***   | -     | ***   | -     | ***   | -      |
| Effect Size            | -     | -0.50 | -      | -0.26 | -     | -      | -     | -0.36 | -      |

| TABLE 2 |
|-------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                        | Your Institution | Comp Group 1    | Comp Group 2    |                 |                 |                 |
|                        | TFS   | CSS   | Change | TFS   | CSS   | Change | TFS   | CSS   | Change |
| Performed community service as part of a class |             |             |         |             |             |         |             |             |         |
| Frequently             | 16.4% | 11.5% | -4.9%  | 13.8% | 14.4% | 0.6%   | 17.7% | 14.9% | -2.8%  |
| Occasionally           | 52.5% | 55.7% | 3.2%   | 43.5% | 53.2% | 9.7%   | 44.3% | 50.4% | 6.1%   |
| Not at all             | 31.1% | 32.8% | 1.7%   | 42.7% | 32.4% | -10.3% | 38.0% | 34.8% | -3.2%  |
| Total (n)              | 61    | 61    | -      | 2,119 | 2,119 | -      | 6,935 | 6,935 | -      |
| Mean                   | 1.85  | 1.79  | -0.06  | 1.71  | 1.82  | 0.11   | 1.80  | 1.80  | 0.00   |
| Standard Deviation     | 0.68  | 0.64  | -      | 0.69  | 0.66  | -      | 0.72  | 0.68  | -      |
| Significance           | -     | ***   | -      | ***   | -     | ***   | -     | ***   | -      |
| Effect Size            | -     | -0.07 | -      | 0.12  | -     | 0.00   | -     | 0.00   | -      |