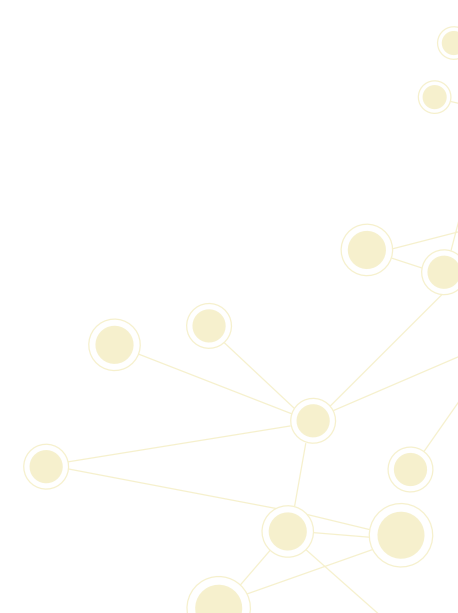


# Engaging Educational Institutions in Responsible Events

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November 15, 2017



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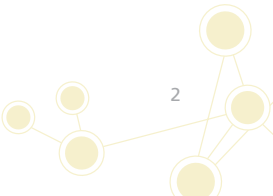
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## Program Overview

The goal of this project is to provide a framework for cities to host, encourage, and create guidelines for responsible events. Producing a special event is a complicated process, and including the goal of a responsible event is another layer of complexity. The measure of a successful responsible event goes beyond financial impacts, to include the social and environmental impacts on the community. Using a “triple bottom line” approach can feel daunting for those not familiar with the practice. Even when putting on responsible events is a priority; some ideas are thrown out simply because there is not enough bandwidth within the organization to implement everything they would like to. This is where universities come in.

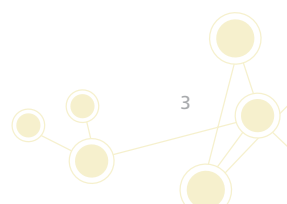
Universities are a huge source of untapped potential when it comes to engaging with the community to put on responsible events. They are filled with people who are passionate and want to be involved with their communities. Some are learning the newest techniques for implementing sustainable strategies while others are figuring out how to leverage social media in marketing campaigns. Students can offer your organization a fresh perspective and working with students also allows you a preview for your potential future workforce. Students offer flexibility when it comes to project timelines, and are more willing to work on a short-term basis than a typical employee.

For students, engaging with responsible events is a huge opportunity. As Travis Bell, an Architecture professor at Portland State University said, “Temporary festivals are a great fit to have students participate in something real, to see the results, with the threshold for failure much lower.<sup>1</sup>” They will be able to implement what they are learning in the classroom in the real world and create contacts within sectors they may be interested in. Internships allow students to build connections and relationships within their field of interest, and is a low risk way to try out different job opportunities. They will also have the chance to get feedback from professionals so that they know what they are doing well and what they could improve on in the future. This experience will add to the student’s portfolio of what they can offer future employers.

*A note on volunteering. Volunteers are a large source of staff-power and are often crucial to the success of an event. Volunteering is a great way for people to be involved in their communities, and support causes or activities that they value. But, often volunteers are utilized to simply staff a booth or direct participants. It is much less likely for a volunteer effort to provide an educational outcome in that case. The goals of this project include providing a framework for event stakeholders to utilize university partnerships to fill gaps in knowledge and capacity, while providing a meaningful experience for the students. To meet those goals, we have chosen to omit volunteering from this model. The focus will be on internships and academic projects.*

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<sup>1</sup>Bell, Travis. “PSU Pickathon.” Telephone interview by Llyswen Berna, Rachael Caravone, and Aiden Forsi. August 23, 2017.



## How we conducted research

To start the process, a search of universities in each participating city was conducted. Schools were screened and prioritized with priority for 4-year universities, size, distance from city center, and relevance of courses of study offered. Interviews were conducted with university staff, faculty, and students, as well as city personnel and partner organizations. Many of our interviews included a description of successful engagements between students and responsible events. From those stories, we completed several case studies to illustrate the partnerships. The successes, and lessons learned were used to develop recommendations for successful engagements. Recommendations were established for universities as well as event stakeholders.

A model was developed to describe several methods of engagement within universities including internships, class projects, and consulting projects with national student organizations & clubs.

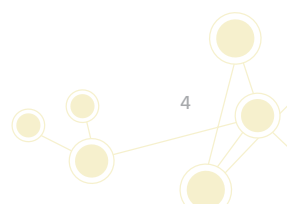
## Recommendations

### To Engage Universities:

- Start Early
- Network
- Focus on Student Passion
- Set Clear Expectations
- Be Flexible
- Provide Feedback

### For Universities:

- Develop Partnerships
- Highlight Curriculum
- Understand and Cultivate Student Passions



# Engagement Model

## Model Overview and Introduction

A model for engagement has been developed to help event stakeholders navigate the process of utilizing university resources to advance their sustainability goals. Each university will have different structures, courses of study, and expectations of their students. This model is meant to be a general guide and thus cannot include all the variation that may be encountered. But, following the guidelines and recommendations, should provide event stakeholders with the tools to successfully engage students in their responsible event.

“How to get started” gives a step-by-step process for engagement. Additional steps necessary for each unique form of engagement are included. This model is a guide and the steps are not necessarily in a prescribed order. Each situation is unique. The process will vary for each organization, so it is important to do what makes sense in your circumstance. A list of resources, including prioritized university lists, and templates are provided. “Platforms of Engagement” describes the details of the different forms of engagements. This will help the event stakeholder understand the strengths and limitations of each, allowing for the best implementation of their project. The “Comparison Table” summarizes each engagement type including academic objectives, expectations of the organization, timelines, and compensation.

## How to Get Started

### Identify Need:

What do you need help with? What projects do you need help starting? What is that project you have been wanting to complete, but haven't had time? Do you have a plan but no one to implement it? It is important to understand the purpose of an internship is not to replace an existing employee<sup>2</sup>. This should be an isolated project that has a distinct start and end. It should be beneficial to the organization, but not replacing a job. It may be helpful to create a list, or “parking lot” of projects as they are identified. This can allow for flexibility when looking for an intern, or project partner. Identifying these needs can also help guide the networking process.

How long would the project take? It is important to be realistic when determining time estimates. A task or project will take longer for an intern to complete than for an established employee. How many people would need to work on it? What resources can you offer? A dedicated supervisor/mentor will be required for a successful engagement.<sup>3</sup>

*Sample deliverables provided Appendix A*

### Connect with University:

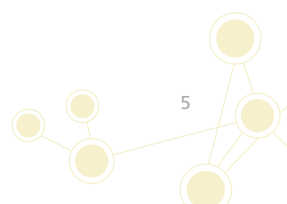
Identify universities within your community that have programs that support your needs. There are a variety of majors and areas of study that provide content relevant to responsible events. Sustainability, event management, and sports marketing are natural fits but there are many students outside of the obvious majors that have a passion for sustainability. Many schools incorporate sustainability education throughout the university. Lorena Galvin of UO Career Services stresses it is more important, “...to focus on the position description, than the major”.<sup>4</sup>

*A prioritized list of universities has been created for all primary and observing cities: Appendix B*

<sup>2</sup> Galvan, Lorena. “University of Oregon Career Services.” Telephone interview by Llyswen Berna and Rachael Caravone. July 10, 2017.

<sup>3</sup> NACE. “15 Best Practices for Internship Programs.”, Excerpted from Building a Premier Internship Program: A Practical Guide for Employers. Accessed July 19, 2017. <http://www.naceweb.org/talent-acquisition/internships/15-best-practices-for-internship-programs/>.

<sup>4</sup> Galvan, Lorena. “University of Oregon Career Services.” Telephone interview by Llyswen Berna and Rachael Caravone. July 10, 2017.



Connect with people within these universities to form partnerships. Career services, student affairs, or the sustainability department can be a good starting point when a relationship does not already exist.<sup>4</sup>

*Examples of networking partnerships are in Appendix C*

### **Set Expectations and Timelines:**

Scope your project taking into account student workloads. The scope of proposed projects should fit into timeframes typically available to university students. The number of students and total hours estimated to complete the project should be based on the goals set for the project. The scope of the project should be formalized after engagement starts. The student(s) should take part in goal-setting to ensure learning objectives are defined and measurable.<sup>5</sup>

*Sample Scopes Provided: Appendix D*

Timelines will vary depending if the need is for one full-time intern, or a group of students during one semester. The planning time required when working with university students can vary depending on the type of engagement. The relationship building process required for class or club projects often needs to be formalized by the start of the previous term/semester.<sup>6</sup> Students often are expected to secure their internships one or two terms prior to the start of the internship. During a typical internship process, hiring starts in the Winter term and offers are made by the Spring term. The process of connecting with the university should be started as soon as possible.

*Sample Schedules (2017):*

Quarter Schedule:

Spring term - April 3rd to June 9th

Fall term - September 25th - December 8th

Winter term - January 9th - March 24th

Summer term - June 26th - August 18th

Semester Schedule:

Spring - January 16th to April 30th

Fall - August 21st - November 29th<sup>7</sup>

*Sample Timeline Provided Appendix E*

### **Choose form of Engagement:**

Identify which form of engagement best fits your needs: academic programs or internships. The timeline, scope, and number of students needed will help determine which form of engagement is needed. The most common platforms include internships, curriculum-based projects, and club-based projects. Internships are typically appropriate for one or two students full time over the summer, or part time over one or multiple terms. Class-based projects usually include multiple teams of students working on separate projects over a term. A club-based project allows for much more flexible time-lines and can provide one or multiple teams, depending on need.

See below for more details on the differentiating factors between engagement models.

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<sup>4</sup> Galvan, Lorena. "University of Oregon Career Services." Telephone interview by Llyswen Berna and Rachael Caravone. July 10, 2017.

<sup>5</sup> NACE. "15 Best Practices for Internship Programs.", Excerpted from Building a Premier Internship Program: A Practical Guide for Employers. Accessed July 19, 2017. <http://www.naceweb.org/talent-acquisition/internships/15-best-practices-for-internship-programs/>.

<sup>6</sup> Loinaz, Izabel. "University of Oregon CSBP Program Director." Interview by Llyswen Berna and Rachael Caravone. August 2, 2017.

<sup>7</sup> University of Oregon, "Class Schedule". Accessed August 22, 2017. <http://classes.uoregon.edu>

## **If you chose Internship:**

### **Advertise Position**

Reach out to your connections at the university to identify students who would be interested in the position. Career services often have job and internship fairs throughout the year where you can meet directly with interested students. Most universities provide websites for job and internship postings. Some schools provide additional resources like pre-screening candidates, internship agreements, workshops and classes to prepare students for internships.<sup>8</sup>

*Sample Job Descriptions Provided Appendix F*

### **Training**

Onboarding, whether through a formal orientation or one-on-one meetings is crucial for a successful internship. Interns should have a direct supervisor or primary contact throughout the project. Training should include background on the company, products, and services, as well as company policies, and expectations. The scope of work should be finalized with the intern. It is a good idea to outline specific goals and academic outcomes desired from the engagement.

### **Feedback**

Feedback throughout and at the end of the internship is important to ensure benchmarks and deadlines are being met. It may be appropriate to set weekly or bi-weekly meetings to check progress and make course corrections as needed. Conducting mid-project and final evaluations are a great way to give feedback and let students know where they excelled, and where they can improve in the future.<sup>9</sup>

*Sample goal setting and evaluation forms provided (In Timeline and Evaluation Form Appendix)*

## **If you chose Academic Project:**

### **Connect with professor or student organization**

Networking within the university will help identify the class/professor or student organization you would like to work with. Much of the project scoping will be completed with the professor or organization. By defining the projects together, you will be able to develop assignments that fit both your needs.

### **Be available**

Student projects are student led, so less supervision is needed. Guidance will be needed, so it is important that a contact within your organization is available for periodic check-ins and to answer questions.

### **Final Evaluation**

Most academic projects will include a final deliverable and/or presentation. Give students feedback on their final deliverable—make sure to highlight where they excelled, and where there is room for improvement.

## **Resources**

*Sample Deliverables: Appendix A*

*Prioritized list of Universities: Appendix B*

*Sample Networking partnerships: Appendix C*

*Sample Scope: Appendix D*

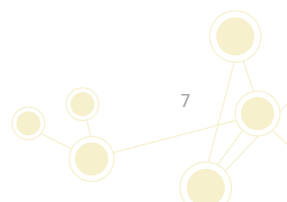
*Sample Timeline and Evaluation Forms: Appendix E*

*Sample Job Descriptions: Appendix F*

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<sup>8</sup> University of Colorado. "Career Services, Internships". Accessed June 28, 2017. <http://www.colorado.edu/career/employers/internship-program>.

<sup>9</sup> NACE. "15 Best Practices for Internship Programs.", Excerpted from Building a Premier Internship Program: A Practical Guide for Employers. Accessed July 19, 2017. <http://www.naceweb.org/talent-acquisition/internships/15-best-practices-for-internship-programs/>.



## Platforms of Engagement

### Internships

Internships are a way for students to gain valuable work experience while applying the skills learned in the classroom to real-world projects. An internship should not replace the work of an existing employee. Rather, it should allow students to explore different careers, and roles available within their chosen field of study, and build professional relationships and networking skills.<sup>10</sup> Internships are typically structured as a project-based, short-term engagement, allowing students to go through the entire process of job search, application, interview, review process, and final deliverable. Students gain work experience in their field of study, and also develop basic skills required to excel in a professional setting. Internship experience often gives students an advantage when applying for work after graduation.<sup>11</sup> Organizations that host internships have the opportunity to screen potential employees and often choose to hire graduates after a successful internship experience. The controlled format of an internship allows students to receive feedback and guidance to build confidence. Final deliverables give students the opportunity to present to management and learn time-management skills.

Internships can be paid, for credit or both. All internships must follow the Fair Labor Standards Act/NACE requirements. Many universities, and research by NACE recommend paid internships.<sup>12</sup>

Career services professionals often receive questions about an appropriate salary for interns. As a general rule, undergraduates should be paid at least \$15 per hour, engineering undergraduates \$15-\$20 per hour, and MBA students \$20-\$30 per hour.<sup>13</sup> Further information can be found on the NACE website, and from university career service personnel.

A paid internship provides the intern a full professional experience, and can be more beneficial to the internship sponsor in terms of hiring post-internship graduates.<sup>14</sup> In a practical sense, it offers out-of-state students greater affordability to stay in their university city, thus providing partner company internship sponsors a larger talent pool to draw from.<sup>15</sup> Some universities (ex. CU) have programs similar to a temp agency – proving screening, insurance and payroll.<sup>16</sup>

Many universities allow students to earn credit towards graduation requirements, or require students to complete an internship. There may be documents, deliverables or site visits specific to a university, school or academic program.<sup>17</sup> While the completion of specific credit requirements is the responsibility of the student, it is important that the internship sponsor develop relationships within the university to understand what is expected. An internship sponsor may expect some level of review process or application with the university before the opportunity to post internships thru the university. They may also provide pre-internship classes, workshops, interviews, and/or applications as additional screening for students.<sup>13</sup>

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<sup>10</sup> Galvan, Lorena. "University of Oregon Career Services." Telephone interview by Llyswen Berna and Rachael Caravone. July 10, 2017.

<sup>11</sup> NACE. "Exploring the Implications of Unpaid Internships". Accessed July 19, 2017. <http://www.naceweb.org/job-market/internships/exploring-the-implications-of-unpaid-internships/>.

<sup>12</sup> Galvan, Lorena. "University of Oregon Career Services." Telephone interview by Llyswen Berna and Rachael Caravone. July 10, 2017.

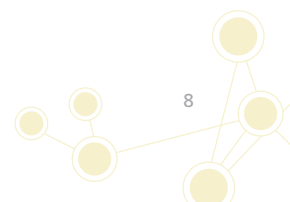
<sup>13</sup> Ibid

<sup>14</sup> NACE. "15 Best Practices for Internship Programs.", Excerpted from Building a Premier Internship Program: A Practical Guide for Employers. Accessed July 19, 2017. <http://www.naceweb.org/talent-acquisition/internships/15-best-practices-for-internship-programs/>.

<sup>15</sup> Rice University Center for Career Development. "Who We Serve, FAQ". Accessed June 28, 2017. <http://ccd.rice.edu/owledgeinternship/>.

<sup>16</sup> University of Colorado. "Career Services, Internships". Accessed June 28, 2017. <http://www.colorado.edu/career/employers/internship-program>.

<sup>17</sup> Regis University. "Information for Employers". Accessed June 28, 2017. <http://www.regis.edu/RC/Academics/Degrees-and-Programs/Unique-Learning-Opportunities/Academic-Internships/Employer-Information.aspx>.





## Academic Projects

Academic Projects are a way for an organization to engage with universities through the classroom and through campus clubs. These projects tend to have a shorter timeline than internships and allow for a group of students to tackle your problem instead of having a single intern take on the project. Allowing students to take what they are learning in the classroom and directly apply it to a real-world situation is invaluable to their education. More details on the two types of academic projects are seen below:

### Curriculum Based

These are projects that are tied to a specific class and that classes' learning objectives. You would need to work with professors to scope the project so that it is of use to both the student and your organization. It is important to consider timelines when entering into a curriculum based project as the majority of them will be term based. In addition, students will be taking additional classes so will be unable to work on this project full-time. These are great projects when you are trying to solve a problem through a specific lens. Professors are an excellent built-in resource for students completing class projects for outside clients. There should also be an understanding that the end product for these projects is just a starting point and that quality of projects may vary<sup>18</sup>.

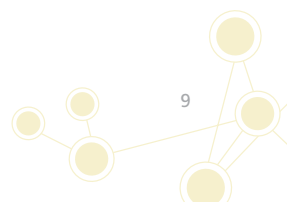
### Club Based (National Organizations with local chapters)

Projects working with specific student clubs or organizations on campus (ex. Net Impact, a national club focused on the triple bottom line). These projects allow for a bit more flexibility on timelines as you would not be limited to a single term. They also allow for students who are passionate about a specific area to supplement their curriculum by diving into these real-world problems. Some clubs will require payment for their services while others volunteer their time<sup>19</sup>.

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<sup>18</sup> Skov, Josh. "University of Oregon Academic Projects." Interview by Llyswen Berna and Rachael Caravone. July 27, 2017.

<sup>19</sup> Berna, Llyswen. "Net Impact Chapter." Interview by Rachael Caravone. August 3, 2017.



## Comparison Table<sup>20</sup>

	Internship	Academic Project	
		Curriculum Based	Club Based
<b>Academic Objectives</b>	<p>Adding value to education - perform work valuable to functioning of company</p> <p>Industry introduction - allowing for breadth of knowledge</p> <p>Dealing with real world issues</p> <p>Exposure to typical positions, projects, and tasks</p> <p>Skill Development</p> <p>Networking</p> <p>Additional considerations for Graduate Students:</p> <p>Strategic-based tasks - depth of knowledge</p> <p>Allowance for increased autonomy</p>	<p>Adding value to education - perform work valuable to functioning of company</p> <p>Industry introduction - allowing for breadth of knowledge</p> <p>Dealing with real world issues</p> <p>Skill Development</p> <p>Networking</p> <p>Directly applying classroom knowledge</p> <p>Additional considerations for Graduate Students:</p> <p>Allowing for strategy based decision making</p> <p>Allowance for increased autonomy</p>	<p>Adding value to education - perform work valuable to functioning of company</p> <p>Industry introduction - allowing for breadth of knowledge</p> <p>Dealing with real world issues</p> <p>Skill Development</p> <p>Networking</p> <p>Additional considerations for Graduate Students:</p> <p>Allowing for strategy based decision making</p> <p>Allowance for increased autonomy</p>
<b>Expectations of Organization<sup>21 22</sup></b>	<p>Application/Interview process</p> <p>Assigned supervisor</p> <p>Scope of work/Job description</p> <p>Onboarding/Orientation</p> <p>Performance goals/measures</p> <p>Formal Evaluation Process</p> <p>Intern will be doing &lt;20% clerical work</p> <p>Optional: allow students to present on final deliverable</p>	<p>Work with faculty member</p> <p>Project contacts (point of contact)</p> <p>Optional-available for final presentation</p>	<p>Work with student lead, possibly faculty advisor</p> <p>Project contacts (point of contact)</p> <p>Provide feedback to student group</p>

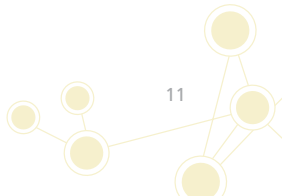
<sup>20</sup> NACE. "15 Best Practices for Internship Programs." Excerpted from Building a Premier Internship Program: A Practical Guide for Employers. Accessed July 19, 2017. <http://www.nacweb.org/talent-acquisition/internships/15-best-practices-for-internship-programs/>.

<sup>21</sup> Skov, Josh. "University of Oregon Academic Projects." Interview by Llyswen Berna and Rachael Caravone. July 27, 2017.

<sup>22</sup> Loinaz, Izabel. "University of Oregon CSBP Program Director." Interview by Llyswen Berna and Rachael Caravone. August 2, 2017.

	Internship	Academic Project	
		Curriculum Based	Club Based
<b>Timelines</b>	<p>Application/Interview process</p> <p>Assigned supervisor</p> <p>Scope of work/Job description</p> <p>Onboarding/Orientation</p> <p>Performance goals/measures</p> <p>Formal Evaluation Process</p> <p>Intern will be doing &lt;20% clerical work</p> <p>Optional: allow students to present on final deliverable</p>	<p>Work with faculty member</p> <p>Project contacts (point of contact)</p> <p>Optional-available for final presentation</p>	<p>Work with student lead, possibly faculty advisor</p> <p>Project contacts (point of contact)</p> <p>Provide feedback to student group</p>
<b>Compensation<sup>23</sup></b>	<p>Rate of pay or stipend</p> <p>Transportation/travel requirements</p> <p>Housing (if applicable)</p> <p>Unpaid/For-credit:</p> <p>Consider housing &amp; relocation assistance</p> <p>Consider scholarships</p>	<p>Unpaid</p> <p>Incentives can be provided- ie tickets to events, t-shirts, mugs etc.</p>	<p>Typically Unpaid</p> <p>Consulting groups may have lump sum payment</p> <p>Incentives can be provided- ie tickets to events, t-shirts, mugs etc.</p>

<sup>23</sup> Galvan, Lorena. "University of Oregon Career Services." Telephone interview by Llyswen Berna and Rachael Caravone. July 10, 2017.



## Case Studies

### University Name- University of Oregon

Location - Eugene, OR

Student Population - 23,654

Highlighted Academic Program - CSBP and PPPM

Partnerships - City of Eugene, Oregon Athletics, CRS

#### Internships:

The University of Oregon has a rich history of providing the City of Eugene and its partners with a pool of talented, passionate students. In the past interns have helped manage programming, done research surrounding events, and ensured events met the criteria to be certified by CRS.

The City of Eugene's We Can! program, a program focused on making sustainable events easier to put on through provision of water filling stations and recycling bins as well as educating the public about sustainable initiatives, benefited from the help of a student intern and their management skills in 2016 for the Track and Field Olympic trials<sup>24</sup>. The intern was the project management lead and spent 3 months planning the We Can! booth, setting it up, and aided in implementation. In addition, he devised scavenger hunt locations and activations, did the graphic design for the We Can! Commemorative medallions, came up with volunteer recruitment strategies and put together a detailed summary of the booth budget, workflow, and timeline for future projects which can be seen in Appendix A Exhibit II.

Another intern the City of Eugene hired, Aiden Forsi, is a graduate student in the Planning, Public Policy, and Management department at the University of Oregon. He was hired to do research about what other cities were doing in the sustainable event arena. Aiden conducted several interviews across the country in order to gain an understanding of what different cities were doing. He worked independently with regular check-ins with his supervisor and produced a 28-page report where he covered the background of sustainability in Eugene, wrote case studies about cities from around the country, and ended with recommendations for Eugene moving forward.<sup>25</sup> Aiden's final deliverable is available in Appendix A: Exhibit I.

The 2015 Civil War game put on by the Oregon Athletics department was the first college football game to be certified by the Council for Responsible Sports (CRS). This was in large part due to the efforts of a Center for Sustainable Business Practices (CSBP) MBA intern, Natalie Colvin<sup>26</sup>. Natalie originally saw a posting for an undergraduate internship position though Oregon Athletics asking for help getting the Civil War game CRS certified. She reached out, showed interest, and helped develop the internship into a more managerial role, taking on more responsibility, so that it would be more suited for a graduate student. She was tasked with reviewing the CRS standards and ensuring they were met for the game, checking all the boxes. She looked over her tasks and recognized that it was too much for her to handle by herself so she recruited a team of fellow MBA students. This group then ensured that steps were taken and actions documented so that the 2015 Civil War game was able to be Gold Level certified. They ensured that everyone working on the event was on the same page by getting them all in a room together and laying out what needed to be done. There was a lot of enthusiasm to get the event certified, it just needed the guidance to do it, and that is where Natalie excelled.

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<sup>24</sup> Musgrave, Deveron. "City of Eugene." Interview by Llyswen Berna and Rachael Caravone. July 26, 2017.

<sup>25</sup> Forsi, Aiden. "City of Eugene." Interview by Llyswen Berna and Rachael Caravone. August 2, 2017.

<sup>26</sup> Colvin, Natalie. "Civil War Internship." Telephone interview by Llyswen Berna and Rachael Caravone. August 3, 2017.

**Academic Project:**

At the end of your time in the UO MBA program, each student in CSBP participates in a capstone Strategic Planning Project (SPP). This is a two-term project where students aid organizations with their planning needs. During the winter and spring terms of 2017, Kat O'Melinn, an accelerated MBA student, worked with Oregon Athletics to come up with a sustainability plan<sup>27</sup>. She and her team did an analysis of Oregon Athletics, focusing on Matthew Knight Arena, to see where they could improve. They ended with two recommendations: 1) Form strategic partnerships, 2) Focus on greener games. The Athletic department was a fan of these recommendations; however, they did not have the manpower to put them into place. Knowing that she would be returning to complete her degree in the fall, Kat offered her services and worked with the Athletic department to create an internship for her over the summer and moving into the fall. She has spent the summer making connections within the green sports space and is working on putting on a green game in November 2017.

**Highlights:**

- Students offer a wide variety of knowledge that can be used in sustainable events
- Adapt the internship based on what the student can offer
- Allow intern access to all parties, give an understanding of the whole project so that their part can be executed well
- Allow for independence
- Networking- CRS as connection from university to events
- Create pathways for academic projects to turn into internships

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<sup>27</sup> O'Melinn, Kathleen. "Strategic Planning Project." Interview by Llyswen Berna and Rachael Caravone. August 22, 2017.

## University Name- Arizona State University

Location - Tempe, AZ

Student Population - 71,946

Highlighted Academic Program - School of Sustainability

Partnerships - Final Four 2017

When the NCAA Final Four came to Phoenix in 2016, it was up to the local organizing committee (LOC) to develop a plan to meet local requirements and achieve a successful event. Dawn Rogers, the CEO and executive director of the LOC recruited Colin Tetreault to lead sustainability for the event<sup>28</sup>. As a Professor of Practice at Arizona State University, Colin went directly to the Dean to propose a one-time, two-term class to support the sustainability goals for the Final Four. His class incorporated graduate students and undergraduate seniors in their capstone term. His students developed projects around the questions, "How can we make Phoenix better, after the event?", and "How do we leave a legacy of sustainability through sports?". The student projects helped to build a framework and action plan to implement the event sustainably, and a scorecard to evaluate at the end of the event.

Garrett, a student in the School of Sustainability at ASU, combined his passion for sports and sustainability in his capstone project senior year<sup>29</sup>. As part of Professor Tetreault's Sports and Sustainability capstone class, he created a platform for what a sustainability committee for the 2017 Final Four event would look like. He was able to extend the capstone course for an additional semester, to go beyond the conceptual design and into the planning stages. After graduation, he was nominated as Chief of Staff of the sustainability committee for the 2017 Final Four, using his framework. Additional students in the course were able to create special projects around their interests to support the event - transportation, carbon offsets, energy recs, and stadium use. Students were also involved by volunteering at booths during the event, and conducting fan outreach and education around sustainability issues.

Garrett earned a BS in Sustainability Studies with a focus in energy, materials and technology. He also completed a minor in business and global studies. Beyond classes, he credits his entire university experience for preparing him to successfully develop, plan, and implement the sustainability committee framework. Extracurricular and leadership activities helped him develop time management and communication skills. Networking events and diverse internship experiences helped him to connect with different groups, manage scheduling around multiple stakeholders, and speak the different languages within each sub-committee.

Prior planning and a systemic focus are critical to successfully incorporate a triple bottom line in any event. It takes time to coordinate the many different groups, subcommittees and stakeholders. Planning for the aftermath of an event this size is also important. How will the surrounding community be affected? A holistic approach to event planning is necessary to engage and ensure there is positive impact, not only during the event, but after. One of the benefits of engaging a university population, is the diverse set of interests that students bring. While achieving a zero waste goal is important, moving beyond to water restoration, a guide to support local business, a reading program for local grade schoolers, and restoring a community basketball court encompass the entire TBL.<sup>30</sup>

### Highlights:

- Utilized connections within the city to populate sustainability committee
- Engaged upper level students for strategic planning
- Students able to incorporate their passions in creative ways to meet the sustainability goals
- Student-created framework was put in place and utilized in event implementation - beyond conceptual to actual involvement
- Students pull from entire university experience to successfully contribute to event
- Student experience valuable to develop leadership and communication skills

<sup>28</sup> Tetreault, Colin. "Arizona State University Sustainability." Telephone interview by Llyswen Berna and Rachael Caravone. August 14, 2017.

<sup>29</sup> Wong, Garrett. "Final Four Sustainability-ASU." Telephone interview by Rachael Caravone. July 31, 2017.

<sup>30</sup> NCAA. "2017 NCAA Final Four earns top-level certification for social and environmental accomplishments." NCAA.com. June 28, 2017.

Accessed August 04, 2017. <http://www.ncaa.com/news/basketball-men/article/2017-06-28/2017-ncaa-final-four-earns-top-level-certification-social-and>.

## University Name- Loyola University Chicago

Location - Chicago, IL

Student Population - 16,437

Highlighted Academic Program - Institute of Environmental Sustainability

Partnerships - C3 Presents

In early 2016, an event company, C3 Presents, reached out to Loyola University Chicago and asked for help with their zero-waste efforts surrounding Lollapalooza, a 4-day music festival held annually in Chicago<sup>31</sup>. The Director of Sustainability at Loyola, Aaron Durnbaugh, worked with C3 Presents and they came up with the Divert it! Team. This team was a group of students who would take shifts during the festival to help festival goers choose the right bin for their waste, whether that be recycling, compost, or landfill<sup>32</sup>.

To ensure that students are prepared to help with the festival, there is an online training program. It goes over basic logistics such as where to check-in and what to wear and then goes a bit more in depth on customer service and how to categorize waste into the three bins. Two team leads are appointed and these students have a bit more of a managerial role. They are in charge of checking-in the other students, communicating any concerns for the shift, and ensuring that everything runs smoothly. These leads work longer shifts and have been used to go through student application material in order to streamline the process to become part of the Divert it! Team.

The first year they had about 40 students who took 6 hour shifts each. The students were paid for their efforts and were given a festival pass for the rest of the day. They helped ensure festival goers were properly disposing of their waste and were able to educate them as well so they could take the lessons home with them.

The second year, a couple changes were made. They hired more students, about 60, but reduced the shifts to 4 hours each, a more manageable time frame for student workers to be diverting waste without a significant increase in costs to C3 Presents. They also group students together more, so that instead of having a single student helping at a waste station they may have two. These simple changes allowed for a better experience for the students overall.

In addition to promoting a zero-waste campaign, Loyola is hoping to increase their involvement in sustainability at Lollapalooza in the future. They have a biodiesel lab that could provide fuel to the generators used during the festival or they could focus on education surrounding water usage and hydration. They have also looked into sustainable transportation options and how best to communicate those to festival goers.

### Highlights:

- Short term engagements can be very impactful
- Waste diversion is not just for volunteers
- Feedback is important for the success of your event and the happiness of employees
- There are always more things to consider

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<sup>31</sup> Durnbaugh, Aaron. "Loyolapalooza." Telephone interview by Llyswen Berna and Rachael Caravone. August 22, 2017.

<sup>32</sup> Swartz, Tracy. "At Lollapalooza, Loyola students pitching in to highlight composting." Chicagotribune.com. July 29, 2016. Accessed August 22, 2017. <http://www.chicagotribune.com/entertainment/loollapalooza/ct-loollapalooza-2016-environmental-efforts-20160729-story.html>.

## University Name- Portland State University

Location - Portland, OR

Student Population - 27,229

Highlighted Academic Program - Diversion Design Build Studio, School of Architecture

Partnerships - Pickathon

Portland State's Diversion Design Build Studio has been working with a local music festival, Pickathon, for the past several years to help design and build sustainable stages. Travis Bell, a professor at PSU, was approached to take on this project initially as he was known to attend Pickathon. Travis and the Director of the school of Architecture provided oversight for design and implementation of the project<sup>33</sup>.

The first year was a test project for the partnership. During a 6-week summer course graduate architecture students designed the entry gate for the festival. They were using sustainable materials and not only focusing on functionality but also appearance. After the first year, they moved to their current model of 14 weeks. The first 10 weeks a group of 4-5 graduate students design a stage, and a 4-week summer build course includes a group of students from all parts of the university join together to build the stage. The summer build course also attracts alumni from the previous class year as volunteers. Graduate students from the design course move into a leadership role during the build. Six weeks had been found too short for adequate material acquisition and the extended timeline not only allowed students to help design a bigger project but also allowed for more students to be involved.

This model has been successfully used for the past few years, each year the stage and design getting a bit bigger. In 2017, the fourth year of the partnership, a new component was added. In previous years the material used for the stage had been sustainably sourced and intended for re-use. Additional partnerships with the Center for Public Interest Design (CPID) and the City of Portland allowed for the addition of a social component. Utilizing CPID's work on the POD Initiative, the stage was built in such a way that the pieces could be used to build tiny homes for homeless veterans once the festival had ended. The expanded partnerships have allowed the Pickathon project to encompass impacts across the entire triple bottom line.

The engagement continues to grow and evolve each year. Travis feels the model is replicable and plans to extend timelines to facilitate additional relationships with local governments and NGO's. A plan is also in place to develop research the previous school year, to free up more time for the design and build portions of the project. Travis emphasized the importance of relationships, and "champions" at each stage to ensure student success, and longevity of the project.

### Highlights:

- Students are not just engaging in environmental issues but social as well
- The program listened to feedback and adjusted course for a more successful outcome
- Additional partnerships helped grow the program impact on students, and the local community

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<sup>33</sup> Bell, Travis. "PSU Pickathon." Telephone interview by Llyswen Berna, Rachael Caravone, and Aiden Forsi. August 23, 2017.



## University Name- University of Minnesota

Location - Minneapolis, MN

Student Population - 51,147

Highlighted Academic Program – Sustainability through Sports course

Partnerships – MLB

In early 2014, Tiffany Richardson, a Sports Management professor at the University of Minnesota, was asked “What are your plans for the summer?”, little did she know that her response that she hadn’t thought that far out yet would lead to a new partnership with the MLB and their All-Star games<sup>34</sup>.

The MLB was looking to promote their sustainability efforts as well as have a Green Team present during their All-Star games to ensure that waste was being properly disposed of. They asked Tiffany if she could find 40 students that would be available in the summer to help and her immediate response was “no.” Student schedules were difficult and it would be impossible to have 40 volunteers commit to being available in the summer so early on in the year. There were additional problems with simply having volunteers such as accountability or preparedness. Most volunteers were compensated with free access to the games which some found more interesting than helping with waste diversion.

Tiffany took this problem, of needing volunteers to be more accountable, and found a unique solution. She would offer a class, Sustainability through Sport, where students would be graded on their attendance and commitment to the Green Team. As the idea developed she took it a step further, the class would be 2 weeks in the summer, offered online so as to be more sustainable and would be 2 credits. The first week students would read articles about sustainability in sports and why it is important then they would head out to the All Star games for 4 days. Once there they would become the Green Team and would work the events to not only help with waste diversion but also help with fan education surrounding why the MLB is going green. The students would stay in the dorms of a partnering university and would have a tour of the campus and learn about what those schools are doing in terms of sustainability. Upon return from the games students would turn in a reflection paper on what they had learned and what they would be taking with them in the future.

This new system worked and Tiffany has had groups of passionate students working with her for the past 4 summers. Most recently, her students headed down to Miami for the 2017 games. While there they added an additional component to their trip where they helped refurbish a neighborhood park, giving back to the community. One of their team members was able to capture their experience in Miami and created a sizzle reel of their experience seen here: <https://www.youtube.com/watch?v=anah8ELnXjk&feature=youtu.be>

### Highlights:

- Use a course to manage green teams and ensure participant engagement
- Students are learning the importance of sustainability and then putting practices into action
- Has been a successful partnership for the past 4 years

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<sup>34</sup> Richardson, Tiffany. “MLB University of Minnesota.” Telephone interview by Llyswen Berna and Rachael Caravone. September 22, 2017.

# Recommendations

## Recommendations for Engaging Students

### Start Early

Whether you are putting together an internship or you are wanting to participate in an academic project, starting the process early is key. Most students begin their search for summer internships between November and February, this means you need to have a clear idea of what you want your intern to be doing before then. Professors who set up projects within their courses tend to have those finalized at least one term ahead of time, meaning a project that would begin in the fall (Aug/Sept) would need to be finalized by the end of spring (May/June).

By starting early, you are allowing more time to refine what the students will be working on and ensure you are setting clear expectations.

### Network

The majority of successful partnerships with universities were initiated through networking. Whether a professor was connected to an organization, a city recognized a faculty member as a potential partner, or a department head connected a student to an internship, networking plays a key part in successful university engagements.

Creating beneficial partnerships is the ideal, but identifying just who to talk to in the university to find those partnerships is challenging. Starting with career services, department heads, and student affairs can be a great way to get a broad sense of what the university is doing as a whole.

Every university is different so it is important to identify how a university's specialties can be used to benefit your event. When putting on larger events, you may want to consider partnering with multiple universities to get the best talent.

### Focus on Student Passion

One of the great things about universities is that they are filled with passionate individuals. When you are working with students, see if you can engage with that passion. If a student has an idea to enhance the project that hadn't been considered previously, encourage them to pursue it if feasible. Identify their strengths and interests and see if there are ways to fit them into the project. If students feel passionate about their work they are more likely to provide a better final product.

### Set Clear Expectations

Before you start working on the project ensure that your organization has the bandwidth to work with students, whether that be in a supervisory role for an intern or as an available point of contact for an academic project. Set clear expectations for people working with students on how much time they should be working with them, their involvement in the project, and what their role in the project is.

When you propose a project to a student or professor, have a clear scope of what is expected over the course of the engagement. Set clear deliverables and work with the students involved to set goals for the project. Involving students in the decision-making process can allow for a better understanding of what students can offer you and whether or not timelines are feasible.

### Be Flexible

Once you have scoped your project and determined what it is you are looking for, do not limit your options. An engagement previously aimed for an undergraduate student could be developed into a graduate project if the right student came around and showed interest. Similarly, you should not limit your search by what the student is studying or majoring in too much as there are many students who may be perfect for your organization but who are not studying the majors you have limited yourself to.

You should also be flexible when it comes to working with student timelines. Projects may take students longer to complete than a full-time employee as they are still learning and may be taking classes at the same time.

Projects develop the more students work on them and things that were thought easy to achieve at the beginning of a project may be harder than believed. It is important to take this in stride and work with the students to come up with a plan that still provides value to you but is not putting an undue burden on the students.

### **Provide Feedback**

One of the biggest values to students when engaging with external organizations is to receive real-world feedback on their efforts from someone in the industry. Hearing both what they did well and what they can improve on will help students identify areas they can work on in the future. This will make them more valuable employees when they enter the workforce.

Feedback is especially important for recurring partnerships. If you are working with a university to put on an event every year, allowing for feedback on what could be improved will make the next years' experience better.

## **Recommendation for Universities**

### **Develop Partnerships**

Developing partnerships requires networking, and networking is a two-way street. One of the strongest recommendations to outside organizations wanting to engage students is to develop partnerships within the university. Universities must be open and actively seek these relationships. One of the first departments that organizations will reach out to is career services. Developing an affiliate or partnership program within career services is a good way to offer a standardized partnership, with different levels of commitment.

Most universities offer internship posting services on their website. But, there are opportunities to go beyond that, to assist organizations with the engagement process. Some universities provide pre-screening services including training courses, resume review, and interviewing. Supporting the internship process by providing templates for job descriptions, goal-setting, job-fair/networking events on campus can help simplify the process.

Another important area for relationship development is between the university and the city planning, sustainability, transportation, and waste offices. Many city offices offer internship opportunities every year, or on as needed basis.

Creating inter-university relationships can be just as important as cultivating relationships with outside organizations. Supporting faculty that champion community relationships is vital. Examples of the most successful year-to-year engagements include at least one faculty member taking ownership and providing oversight or support. Looking within the university system for what other departments are already doing can be another way to expand partnerships.

### **Highlight Curriculum**

Make sure that the areas in which your university specializes are advertised. If you have top sustainability program, a great events management program, or your students have done amazing work in the sports management area, ensure that it is documented and highlighted on your website. Companies will reach out to universities despite not having a direct connection simply because they have seen your programs highlighted. This can lead to some great partnerships.

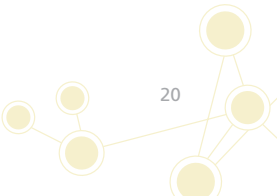
Career services is one of the easiest places for an organization to connect with a university so you should ensure that your career services staff are well versed in what programs your school excels at. If a company comes in and asks about what your university is doing surrounding responsible events, career services should have the resources available to point the company towards the right department or even student group for the company to connect with.

**Understand and Cultivate Student Passions**

Student passion is key to a successful partnership, without it a substandard product may be delivered and your relationship with that company may be diminished.

Advisors, career services, and program heads should take time to speak with students about their interests. This will help with future connections on a one-on-one basis but can also lead to identifying areas that several students are interested in and can inform you on what industries or organizations to focus on when reaching out.

When creating new partnerships, it can be easy to overpromise student interest levels and create opportunities for students when the interest is not there. If you understand what students are interested in and how many students are passionate about something you will have a better judge on what you can offer an organization.



# APPENDICES

# Appendix A

## Sample Deliverables

**Identify your goals.** Before seeking the help of a university student(s) it is vital to identify your goals and desired project outcomes, as well as goals for the engagement. Establishing the type of deliverable desired at the end of the project, and the time-line will be important factors to guide the type of engagement. With any type of engagement, it is important to provide ample lead time. It will also be necessary to build some level of flexibility into project goals and have a clear idea on what is and is not negotiable. There will be some level of development as the engagement starts to ensure learning outcomes are in alignment, and goals are feasible. Example - project scope and specific timelines are often developed with the intern once they are on-board, or some revisions may be necessary with professor/advisor to fit a project into an experiential learning course.

**Engagement Options.** You can adapt a student's deliverable based on the type of engagement. There are important differences between internships and class or club projects that must be understood to ensure a successful engagement.

An internship is typically one or several students working on a project full-time for 8-12 weeks (summer break), or sometimes part-time over multiple terms. Screening is conducted like a regular job placement, and selection is up to the organization hiring the intern.

A class engagement typically involves project teams working with separate companies, or each group presenting different solutions for the same company. The project scope will be developed with the professor to ensure adaptability and relevant context. Selection of student teams is typically not up to the organization. Trust is established through the relationship with the professor/advisor leading the class, and oversight requirements for the organization are less than that for internships.

A club engagement is often more like a consulting project. Timelines tend to be more flexible without the need to adhere to term or semester schedules. Topics can be more varied as this type of engagement can allow a subset of club participants to pursue topics of interest that may not be available in class projects.

**General Expectations.** As outlined below, university students can offer a wide range of skills to event stakeholders. In general, you can expect a different level of experience between graduate and undergraduate students. Expectations for undergraduate-level deliverables may include research, on-the-ground fan education and engagement, and implementation at events. Graduate level students can be expected to provide more strategic and planning deliverables, as well as more in-depth research with recommendations. That being said, every individual has different skills, experience, and passions, and should not be overlooked simply because of the number of years in school. The case studies provided illustrate this important distinction. An MBA student took on an internship, originally advertised for an undergraduate, because she had a passion for sports and sustainability. She expanded the project to ultimately garner a gold-level certification from CRS. And, an undergraduate created the model for a sustainability committee for the Final Four event that he helped implement after graduation. Universities are an excellent source of motivated, passionate individuals, exposed to the latest research and innovations. Examples of deliverables associated with responsible events, that could be completed with university involvement are outlined below. Project deliverables that were associated with the case studies are provided in Appendix A.

## Feasibility study

- Conduct feasibility studies around various aspects of responsible events to determine value added, cost savings/output of responsible procurement guidelines, person power/budget required to meet sustainability goals for an event, or for a city to enforce responsible event codes/application requirements
- Example: perform feasibility study to determine needs to implement zero-waste goals at an event

## Marketing plan/Communications/Promotions

- Promotion of responsible “green” event, develop tools/resources to build brand recognition around responsible event/actions, social media posts leading up to/during/after event to build awareness, communication/outreach with community, develop programs to allow event/participants to enhance local community (Final Four: “eat like a local”, community basketball court restoration)
- Example: Have students come up with a variety of ideas on how best to market your event and communicate your message. Having multiple teams working on this will allow you options to choose from.
- Example: Create a plan to solicit sponsorships for sustainable event “tools” (water stations, recycle/compost bins and pick-up), or sponsorships for event certification fees.

## Program Development

- Determine objectives of rights holders for responsible event (functional changes, ongoing operational changes, one-time certification), determine operations currently in place that can be utilized, developing relationships with key stakeholders, compile research to determine needs to implement, determine existing resources and requirements to fulfill program, build implementation team
- Example: Develop guidelines or requirements for cities to apply for certification of responsible events

## Research

- Research existing policies/procedures/operations, research stakeholder interest/buy-in, research existing programs/support available to event rights holders, research needs of rights holders
- Example: Conduct research around what cities are currently doing to implement responsible events (See UO Case Study, Pg 14)

## Management/execution

- Project/program management, oversight of team/committee, timelines, budgets, implementation plan including focus areas, responsibilities, timelines and goal setting
- Example: Create and implement a plan for a sustainability committee (See ASU Case Study)

## Supply Chain/operations/procurement

- Research providers/services/pricing, develop internal relationships to understand procurement needs, prepare alternatives analysis for procurement options, proposals for cost savings, use of local suppliers, lessen environmental impact
- Example: Identify greatest challenge areas for responsible procurement supporting event and prepare proposal for cost effective and sustainable solutions.

## Data collection/analysis

- Collect data for waste diversion, energy usage, participant engagement, water use, vehicle/bike/alternative transportation use rates. Analyze and summarize data for use in reporting, or to inform changes/improvements for next event
- Example: A city rolling out new waste diversion standards for events could create a position for a summer intern to collect waste diversion data from permitted events over the summer and compile data to determine effectiveness

### **Participant engagement /education**

- Onsite education during event - manned recycle/compost areas, booth to educate participants on “green” activities during event, education for participants to implement “green” activities during every-day, resources/games/prizes for participants learning/engaging in “green” activities during event
- Example: A student group could be the members of a “green team” during an event or festival, an intern could plan, assemble and provide oversight for a “green team” over multiple events.

### **Waste prevention/Zero-Waste/composting plans**

- Relationships with City or waste/recycle providers, determine existing providers/level of interest/capacity available/ scale needed, deploy bins/signage/“Green team”, plans to minimize waste impact to event space, education and fan engagement, at event education/manned waste stations, communication with suppliers/providers, communication with host facility
- Example: Develop a waste prevention plan for a large event (See Loyola case study)

### **Transportation plans**

- Relationships with City/DOT/transit organizations, research requirements, available resources, traffic studies/ neighborhood impact, develop alternative resources/plans to manage/minimize traffic, carpool/ride-share options
- Example: Develop a plan for alternative transportation during a large event, carpooling, bike-share...

### **Energy efficiency/offsets**

- Determine energy needs, resources currently available, off-set purchasing available, alternatives available, ways to reduce
- Example: Conduct a GHG emissions audit for large event, and create a plan for offset purchasing.

### **Water use plans**

- Determine water needs, relationships with city/utility/suppliers, alternatives/feasibility/costs/human-power for implementation
- Example: Create a water education plan and implement at a water refill station during an event

### **Certification process/liaison**

- Determination of certification body - CRS/City, research requirements, research operations in place, build relationships with stakeholders, develop team/committee, liaison between committee members, develop plan to meet certification goals, oversight
- Example: Create and implement a management plan, possibly including team oversight, to certify a sporting event with CRS. (See UO Case Study)

### **Event Inspection**

- City level on-ground observation of “special events”, training required, policies/procedures necessary to ensure consistency, reporting template, certification requirements
- Example: A city could create a position for an intern to check-in at permitted “green event” events to observe and record actions taken to fulfill permit. The position could also be a contact for recommendations and assistance to event managers wanting to permit a “green event”

## **Exhibit 1: Eugene Event Sustainability Report**

## **Exhibit 2: We Can Training Manual**



## Appendix B

Prioritized List of Schools, developed for primary and observing cities involved with this project. This document is located online at <http://www.eugene-or.gov/responsibleeventframework>

## Appendix C

### Successful Networking with Universities

#### General

All universities have resources for connecting outside organizations with their students. Some specific examples of successful partnerships are outlined below, but there is no one definite way to approach all universities. In general, the resources listed below should be a good starting point if a relationship is not already established.

- Career services
- Department heads
- Adjunct Faculty
- Student Affairs
- Community outreach liaison
- Student service organizations
- Campus clubs
- National organizations with local chapters
- Campus sustainability department
- Strategic Planning Projects or Capstone projects
- City Sustainability Office

#### Example from San Jose State University (CommUniverCity)

CommUniverCity San Jose is a non-profit that facilitates relationships between the university, the city of San Jose, local businesses, and community partners. Each project has a focus on sustainability. With a service area of 1.5 miles around the university, the partnership is set up to make the most of students' limited time. There are dedicated faculty members, and external partners that help create a standardized approach to service. This service allows students to work within their community to form relationships and better understanding, and become more motivated to complete their education.

A professor teaching the Advertising capstone class has worked with CommUniverCity to develop partnerships with area companies. Each semester groups of 4-5 students in the class would create campaigns for area companies, and CommUniverCity helped find partnerships with socially minded organizations.

As well as providing students multiple opportunities to serve in their community, several students are employed as part-time Project Coordinators within CommUniverCity as liaisons between faculty, students, and community members.

#### Example from Portland State University (Pickathon)

A 4-year relationship between the School of Architecture, the Center for Public Interest Design (CPID), and the Pickathon music festival shows how a project-based engagement can grow, and adapt to become a legacy engagement involving students, faculty, and even alumni. The engagement includes a class project (4-5 students) for the design portion and a summer build course (10 students plus 20-30 volunteers)<sup>35</sup>.

The Pickathon music festival approached PSU to help them expand sustainability efforts to include materials for the entry gate and stages. The project started with materials research and has evolved to the two-course design/build program. Each year, the lessons learned are applied, timelines revised and the partnerships have grown.

In 2017, the fourth year of the partnership, the project went beyond re-useable materials to include a social component. The team expanded to include the POD initiative, and the City of Portland and all the materials from the stage will be used to build tiny houses for homeless veterans. Many of the same students working on Pickathon were also involved with the POD initiative so it was a natural fit.

The strong faculty leadership has allowed continuity in this partnership. The students are allowed a leadership role in the process, but the relationship between faculty and the other partners means continued engagement, and gives students valuable experience in a safe environment.

#### Example from Arizona State University (Global Institute of Sustainability)

The Global Institute of Sustainability at ASU hosts events to engage university students with the broader community. Regular lecture series bring sustainability thought leaders from the community to the university. Partnering with a local bicycle organization, students planned a bike ride to one of the lectures to promote sustainable transportation.

The Sustainability Solutions Festival is an annual week-long event focusing on community sustainability efforts. Students are involved as volunteers to usher, table, set-up the event and educate participants. Student groups in partnership with the community are involved in planning of the event as well.

Additional resources for student involvement within ASU include Change-makers Central where the focus is on community service and longer-term projects. They have a dedicated staff and 8 internship positions. The sustainability office on campus directs a certification program for events on campus, and is actively involved in sustainability education for the entire university. There are 12 student workers from different majors working on sustainability projects across campus.

#### Example University of Oregon - Lundquist College of Business (Oregon Consulting Group)

The Oregon Consulting Group is a student-led organization that offers consulting services to local businesses and non-profit organizations. With strong leadership from a professional director and the faculty of LCB, the students gain practical experience while providing research, analysis, insights, strategies, and business plans.

#### Example University of Oregon (Net Impact)

Net Impact is a sustainability focused national student organization with undergraduate and graduate chapters in business schools nationwide. The graduate chapter at UO has partnered with multiple businesses throughout the state to conduct research, develop sustainability strategies, prepare sustainability reports, and develop alternative packaging strategies. Club leadership seeks partnerships with companies each year for projects as short as one day, to one academic year. Several companies have partnered with Net Impact over multiple years.

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<sup>35</sup> Bell, Travis. "PSU Pickathon." Telephone interview by Llyswen Berna, Rachael Caravone, and Aiden Forsi. August 23, 2017.

## Appendix D

**Exhibit 1: Sample Scope of Work, University of Oregon Lundquist College of Business**  
**Exhibit 2: Example Scope of Work, City of Eugene**

## Appendix E

**Exhibit 1: Sample Timeline and Evaluation Forms**

## Appendix F

### Title of Job Posting

#### Description of Organization

Give a brief description of what your organization does and its core values

#### Job/Internship Description

Description of what the intern will do. Any specific responsibilities they will have and deliverables required from them.

#### Preferred Qualifications

*Examples of Qualifications:*

Junior or Senior Undergrad

Graduate student

Knowledge of specific program

X number years of experience in certain area (should only be used in graduate internships)

X major preferred

#### Recommended Skills

*Sample List:*

Project Management

Data Analysis

Research

Data collection & analysis

Education

Task management

Communication skills

Computer skills

Interpersonal skills

#### Compensation

Hourly wage

Housing

Transportation

Other benefits...

#### Contact Info/How to Apply

Explain how the student may apply for this position, if they will need to send resume, cover letter, references, fill out an application, etc. and who they should submit this to. This would also be a good place to provide contact information for if the student has any questions about the application process.

