

EN 2: Co-Curricular Activities

Rationale

This credit recognizes institutions that engage and educate students in sustainability outside of the formal classroom. Incorporating sustainability education into co-curricular activities and supporting peer-to-peer learning help students integrate sustainability into their lives and build a sustainability culture on campus. Student sustainability organizations provide space for students to collaborate independently of institutional structures and can serve as powerful advocates for sustainability.

Applicability

Applicable to all institutions.

Points available

A maximum of 9 points are available for this credit.

Criteria

2.1 Student sustainability organization

An institution earns 2 points when it formally recognizes at least one student organization that is **sustainability-focused**. Partial points are available. An institution that does not have a sustainability-focused student organization, but does have at least one student organization that is advancing ecological integrity or racial equity and social justice earns 1 point.

Measurement

Report on currently active voluntary associations and clubs that are primarily composed of students, are not directly controlled by the institution, and may independently conduct activities at the institution upon completion of an established registration or recognition process. Recognition may be evidenced by a listing on the institution's website. Formal institutional committees and governance bodies, e.g., that may be tasked with advancing specific aspects of sustainability, do not qualify.

To qualify as sustainability-focused, an organization must have a primary and explicit focus on the integrated concept of sustainability or the interdependence of ecological systems and social/cultural/economic systems. This focus must be evident in the organization's published mission statement or description.

Documentation

Report the following information in the online Reporting Tool.

- Does the institution formally recognize at least one student organization that is sustainability-focused? (required).

If Yes, the following field is also required:

- Narrative and/or website URL providing an overview of the sustainability-focused student organization(s)
- Does the institution formally recognize at least one student organization that is focused on a topic other than sustainability, but is advancing ecological integrity or racial equity and social justice? (required)

If Yes, the following field is also required:

- Narrative and/or website URL providing an overview of the student organizations that are advancing ecological integrity or racial equity and social justice

2.2 Sustainability-focused co-curricular activities

An institution earns 2 points when it A) has hosted a major sustainability-focused event or series of events during the previous three years targeted to students, B) has a sustainability-focused **peer-to-peer education** program, C) provides sustainability-focused employment opportunities for students, and D) has at least one student-managed **enterprise** that is sustainability-focused. Partial points are available and earned as outlined in Table I.

Table I. Points earned for indicator 2.2

Criterion	Points available	Points earned
A. Institution has hosted a major sustainability-focused event or series of events during the previous three years targeted to students.	0.5	
B. Institution has a sustainability-focused peer-to-peer education program in which student educators are selected and trained to help catalyze change among their peers.	0.5	
C. Institution provides sustainability-focused employment opportunities for students.	0.5	
D. Institution has at least one student-managed enterprise that is sustainability-focused.	0.5	
Total points earned →		

Measurement

Report on the current status of the institution's programs and initiatives and activities from within the previous three years.

To qualify as a student-managed enterprise, students must have decision-making responsibilities for the logistics and operations involved in providing goods or services.

Documentation

Report the following information in the online Reporting Tool.

- Has the institution hosted a major sustainability-focused event or series of events during the previous three years targeted to students? (required). This may include a single event that provides multiple opportunities for students to engage (e.g., a major sustainability-focused conference, symposium, or festival) or a series of smaller scale events (e.g., a sustainability themed speaker, film, or art exhibition series; regular Campus Sustainability Month celebrations; or a sustainability themed semester or first-year experience).

If Yes, the following field is also required:

- Description of and/or website URL for at least one major sustainability-focused event or series of events
- Does the institution have a sustainability-focused peer-to-peer education program in which student educators are selected and trained to help catalyze change among their peers? (required). For example, an eco-reps, green leaders, or sustainability ambassadors program.

If Yes, the following field is also required:

- Description of and/or website URL for at least one sustainability-focused peer-to-peer education programs for students
- Does the institution provide sustainability-focused employment opportunities for students on at least an annual basis? (required). For example, paid internships or peer educator roles.

If Yes, the following field is also required:

- Description of and/or website URL for at least one sustainability-focused employment opportunity for students
- Does the institution have at least one student-managed enterprise that is sustainability-focused? (required). For example, a bicycle repair hub or textbook exchange program coordinated by students, a sustainability themed café where students gain experience in hospitality management, or a farm or garden through which students plan, grow, and market organic crops.

If Yes, the following field is also required:

- Description of and/or website URL for at least one student-managed enterprise that is sustainability-focused
- Description of additional sustainability-focused co-curricular activities for students (optional). For example, a wilderness or outdoors program that follows Leave No Trace principles, programs through which students can learn sustainable life skills (e.g., a model room in a residence hall or sustainability-themed housing), a network for student social innovation that

has a sustainability focus, or a graduation pledge through which students commit to consider social and environmental responsibility in future career decisions.

2.3 Percentage of students that participate in sustainability activities

An institution earns 5 points when it has evidence that 50 percent or more of students participate annually in the institution’s sustainability activities (e.g., as described in indicators 2.1 and 2.2). Partial points are available and earned as outlined in Table II.

Table II. Points earned for indicator 2.3

Percentage of students that participate in sustainability activities	Points earned
50 to 100	5
40 to 49	4
30 to 39	3
20 to 29	2
1 to 19	1

Measurement

Report on the most recent annual data available from within the previous three years.

Participation may be evidenced by joining a sustainability organization, attending an event sponsored by the sustainability office, engaging in a sustainability-focused **co-curricular** activity, or an equivalent action. Neither the passive consumption of information nor awareness of sustainability initiatives qualifies.

An institution may take one of three approaches in pursuing this indicator:

- A. Survey or assessment results. Report the results of an institution-wide survey or sustainability culture assessment that includes one or more items on student participation in the institution’s sustainability activities. To avail of this option, the survey or assessment results must be indicative of the entire population of students, as ensured through **representative sampling** or by making the assessment mandatory.
- B. Direct tracking of participation. Report on the participation figures collected for the sustainability-focused co-curricular activity that has the highest participation rate (e.g., event attendance). The figures for two or more activities may be aggregated if the potential for double-counting (counting the same individual more than once because they participate in more than one activity) is minimal (e.g., if there are separate activities for undergraduate and graduate students).

- C. Conservative estimate based on mixed/limited data sources. Report on the most credible sources of data that are available, taking steps to minimize double-counting. For example, an institution may use the single best data source for undergraduate students (e.g., participation in an initiative sponsored by the sustainability office) and the single best data source for graduate students (e.g., organizational membership) and/or adjust figures downward to account for the anticipated extent to which individuals may be counted more than once.

When using limited data sources, do not report a higher percentage range than is credibly supported by the data. Similarly, survey or assessment results may not be extrapolated to a larger population in the absence of representative sampling. For example, the results of a survey of 100 graduate students enrolled in a sustainability program may only be used to establish the participation status of those individuals; they may not be used to report on the entire population of graduate students.

Documentation

- Does the institution collect data on the extent of student participation in its sustainability activities? (required). For example, through direct tracking and/or surveys/assessments.

If Yes, the following three fields are also required:

- Percentage of students that participate in sustainability activities. Select one.
 - 50 to 100
 - 40 to 49
 - 30 to 39
 - 20 to 29
 - 1 to 19
- Approach used to determine the percentage of students that participate in the institution's sustainability activities. Select one.
 - Survey or assessment results
 - Direct tracking of participation
 - Conservative estimate based on mixed/limited data sources
- Narrative outlining how student participation in the institution's sustainability activities was determined. Include the specific data sources and results used, a description of how a representative sample was reached or double-counting was avoided or minimized (if applicable), and any assumptions used and/or data sources excluded in arriving at the percentage range.

Glossary

Co-curricular – Activities intended to meet learners' interests that are organized outside of the regular curriculum. Also known as extra-curricular. [Adapted from the definition used by the United Nations Educational, Scientific and Cultural Organization (UNESCO).]

Enterprise – Any entity that is regularly engaged in economic activity, i.e., the provision of goods or services.

Peer-to-peer education – An initiative in which members of a specific societal group are trained to share their knowledge or experiences with people of equal standing within the same group to help

catalyze change. There is no power imbalance within a peer relationship, for example as there would be in a teacher-student or manager-worker relationship. Peer education is based on the understanding that people make changes not only based on what they know, but also on the opinions and actions of close trusted peers. [Adapted from the My-Peer Toolkit hosted by Curtin University.]

Representative sample – A subset of a statistical population that accurately reflects the members of the entire population. A representative sample should be an unbiased indication of what the entire population is like. For example, in a student population of 1000 students in which 25 percent of the students are enrolled in a business school, 50 percent are enrolled in humanities programs, and 25 percent are enrolled in science programs, a representative sample might include 200 students: 50 business students, 100 humanities students, and 50 science students. Likewise, a representative sample of purchases should accurately reflect the institution’s total purchases, accounting for seasonal and other variations in product availability and purchasing.

Sustainability-focused – The term sustainability-focused is used to indicate that a primary and explicit focus on the integrated concept of “sustainability” or the interdependence of ecological and social/cultural/economic systems is required.