



In Partial Fulfillment of the Requirements for the Degree of

Master of Sustainability Solutions (MSUS)

Kaylin Ayotte & Isabel Burdge

Will present their Master's Culminating Experience Project

Mindability: Mindfulness for the Sustainability Professional

Abstract

In recent years, contemplative discourse has guided fields as diverse as psychology, medicine, and spiritual practice. With sustainability's emergence as a caring profession, we believe mindfulness can contribute to the conversation. Exercises that develop skills such as active listening, preventative self-care, and self-awareness are explored through the five facets of mindfulness: non-reactivity, observing, acting with awareness, describing, and non-judging of experience (Baer, Smith, Hopkins, Krietmeyer, & Toney, 2006). Thus, we have created an online publication that utilizes facets of mindfulness to help sustainability professionals develop and refine intangible skills that will help them solve sustainability problems. Through interviews, framework identification, research, and online publishing software, fifteen articles were created. The six-part publication equips sustainability professionals with tools to navigate complex situations in applied settings.

Friday, April 26, 2019

12:00 pm

Wrigley Hall, 481

Faculty, students, and the general public are invited.



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Alessandra “Aly” Stoffo

Will present her Master’s Culminating Experience Project

Eat Well, Live Well: ASU’s First Large Event To Celebrate Plant-Based Diets and Sustainability

Abstract

Aramark is a 14.6 billion-dollar Fortune 500 company that provides food services in education, healthcare, business, leisure, and more. They run 64 food operations across Arizona State University's (ASU) campuses. The company has internal commitments to environmental sustainability and health and wellness respectively outlined in, "Green Thread," and "Healthy for Life 20 By 20." ASU follows the sustainability guidelines presented by The Association for the Advancement of Sustainability in Higher Education (AASHE). In recognition of the negative environmental effects of animal agriculture, the AASHE guidelines have recently changed, which requires Aramark to source more plant-based products. On March 14th, Aramark and I hosted ASU’s first large event to celebrate plant-based diets and sustainability. The event had 3 objectives: to educate and excite event-goers about plant-based diets and sustainability, to alter perceptions, and to stimulate behavior change. Before entering the event, event-goers (largely students) were prompted to fill out a survey that measures their perceived barriers to consuming a plant-based diet. A follow up survey was distributed to measure the same event-goers’ change in knowledge, perceptions, and behavior. The project takes a community based social marketing (CBSM) approach to fostering sustainable behavior within the student body. Through the survey results, I have an understanding of whether this project has met its objectives. The survey results have been used to present a compelling case to Aramark on how they should adopt and offer plant-based diets on all ASU campuses.

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Tari Wager

Will present her Master's Culminating Experience Project

Sustainability Consultation Report: Shepley Bulfinch

Abstract

The building design and construction industry plays an important role in satisfying the needs of society, enhancing the quality of life, and contributing to the economic growth of a country. However, it has been heavily criticized for being a major contributor to carbon emissions, environmental degradation, and global warming due to its utilization of a large proportion of natural resources and energy consumption (Doan, 2017). Opportunities for the greatest gains in sustainable development begin with design professionals like Shepley Bulfinch, a national architectural firm.

Shepley Bulfinch was engaged in this project to better understand how the firm was performing. This project used a three-part business sustainability assessment which included: a five-level organizational sustainability systems map, assessment of current sustainability implementation, and application of a Framework for Strategic Sustainable Development (FSSD) (Broman, 2017). Three peer firms were assessed using the same method for comparison.

A stakeholder engagement session was held at Shepley Bulfinch's Phoenix office using the ABCD-procedure of the FSSD (Broman, 2017). The purpose of the session was to create a vision of what a Sustainable Shepley Bulfinch would look like, identify current challenges and assets, possible solutions, and form a strategic plan.

Following the sustainability business assessment and engagement session, the results were compiled into a report. Recommendations to implement sustainability principles, and a vision of what a completely sustainable architecture firm could look like were also included. This project has the potential to help Shepley Bulfinch become more sustainable in business operations and positively affect millions of square feet of buildings through their design and development process.

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Shantel Wyke

Will present her Master's Culminating Experience Project

HERO Academy: A Sustainability-Entrepreneurship Afterschool Program for Maryvale Youth

Abstract

Maryvale, an urban village located in West Phoenix, Arizona, was once considered home for middle-class families and veterans but has now become an area associated with negative social, environmental, and economic problems.

To aid in the transformation of Maryvale to a healthy, thriving community, a program called HERO U is being implemented to inspire and ignite the passions of Maryvale youth in making their community a better place to live, work, and play. The HERO U program involves three stages – a high energy rally, an afterschool program, and service projects and internships. The focus of this project was to develop a four-lesson curriculum for the afterschool program. The curriculum includes sustainability and entrepreneurial concepts to inspire students to lead the sustainable revolution in Maryvale where they can be the heroes in their community and better themselves, their families, and Maryvale. During this program, students will identify challenges in Maryvale, establish a vision, create a solution, and pitch their solution. In addition, the intent for the afterschool program is to then connect students to community service projects and internships where they can grow themselves and contribute to positive work in their community.

The curriculum developed for this program utilized a guiding framework, a number of expert resources, and subject matter experts. The program is set to run at public schools in the Cartwright District and Phoenix Union High School District from April – May 2019.

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