

SUSTAINABILITY SURVEY REPORT

APRIL 2016

Prepared by: Dr. Sarah Mittlefehldt, Dr. Jessica Thompson
Rachel Headings and Ella Skrocki



EXECUTIVE SUMMARY

Although the idea of sustainability means different things to different people, one of the most common definitions comes from the UN's 1987 Brundtland Report, which states that sustainability is that which meets the needs of the present without compromising the ability of future generations to meet their own needs. In practice, sustainability means balancing environmental protection with economic vitality and social justice.

Since the 1990s, sustainability has become a powerful framework for organizational transformation, particularly at institutions of higher education. Today over 1,350 colleges and universities offer degrees in sustainability and use sustainability as a guiding principle for administrative decisions across campus. On our own campus, the Environmental Studies and Sustainability major grew 144% in the past year while enrollment in other programs declined. For many people born in the early twenty-first century, sustainability is an exciting movement that seeks solutions to the daunting economic, environmental, and social problems that their generation will face. As training grounds for the future, universities like Northern have a responsibility to prepare today's students for these global challenges.

INTRODUCTION TO THE SUSTAINABILITY SURVEY & REPORT

As part of an Academic Service Learning project, students in GC 269: Introduction to Sustainability had an opportunity to assess the state of sustainability at Northern Michigan University in the fall of 2015. Two students in the course, Rachel Headings and Ella Skrocki, approached Dr. Mittlefehldt about extending their research through a directed study in Winter 2016. Dr. Mittlefehldt submitted a proposal to the IRB to get approval for conducting further research, and the project was approved on February 23, 2016 (Project # HS16-726, see Appendix A).

Rachel Headings worked with Dr. Thompson and Dr. Mittlefehldt to design a survey to assess attitudes toward sustainability efforts on campus, while Ella Skrocki continued her work on outreach and communication related to sustainability. Skrocki and Headings also conducted semi-structured interviews with those who identified themselves on the survey as being particularly interested in working on these issues. In addition to the work on the survey, the team held a meeting for interested students on March 23, 2016, a meeting for interested staff, faculty, and administrators on March 24, 2016, and a public forum on April 8, 2016. The following report is a review of the findings from this research with recommendations for the future of sustainability at Northern Michigan University.

Of the total campus community, 983 people attempted the survey and 546 completed it. This included 23 administrators, 111 faculty members, 158 staff members (= 24% response rate), and 675 students (= 8% response rate). Faculty members who responded came from at least 25 departments, staff members represented 38 different divisions and departments, and students were majoring in at least 31 different fields. A majority of respondents are aware of sustainability efforts on campus and believe that is part of our organizational culture, but students expressed a strong desire to learn more about sustainability on campus and have opportunities to participate or gain professional experience in sustainability efforts at our institution. Many respondents and public forum participants emphasized that promoting sustainability could help to drive future enrollment. Taking actions to promote Northern's identity as a "green" university would appeal to twenty-first-century students, and we are well positioned to tap this growing market. Finally, the need to improve communication and build a sustaining committee or office to manage, collaborate and share insights on the University's efforts to be sustainable was a common theme in both the surveys and public forum discussions.

SURVEY METHODOLOGY & RESULTS

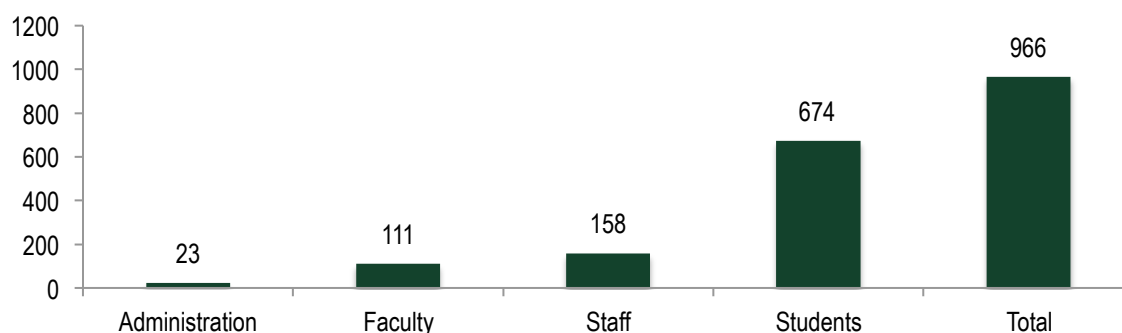
In January and February 2016, the authors worked together to draft and refine survey questions for four different target audiences: students, staff, faculty, and administrators. The survey questions can be found in Appendix B. The student authors received personalized training to appropriately use the Qualtrics survey system (provided by Instructional Technologist Stacey Deloose), and they launched the survey through the Qualtrics system on Monday, March 7, 2016 (the first day after spring break). Dr. Mittlefehldt sent an email (see Appendix C) to all students, staff, faculty, and administrators with a link to the survey, and worked with Kristi Evans in Marketing and Communications to share information about the survey through Campus Connect. Student writers with *The NorthWind* also interviewed the authors of this report and published an article on Wednesday, March 9, 2016, to encourage students, faculty and staff to take the survey.

SURVEY RESULTS

Of the total campus community, 983 people attempted the survey and 546 completed it. This included 23 administrators, 111 faculty members, 158 staff members, and 675 students (Table 1). Although there are many reasons why 437 people were not able to complete the survey, one plausible reason is that a few of the questions required short answer comments to be filled in before moving on to the next question; at this point many respondents “left” the survey. The survey was completely anonymous and voluntary and participants could quit at any time.

At the time of this survey, the total student population of Northern Michigan University was about 8,303, and the number of employees was 1,208. This means we had a student response rate of 8% and employee response rate of 24%, which is a typical rate for an internal, full-population survey. Although the people responding to a Sustainability Survey may have their own biases, we were pleased by both the quantity and quality of the responses.

Table 1. Demographics of Survey Respondents

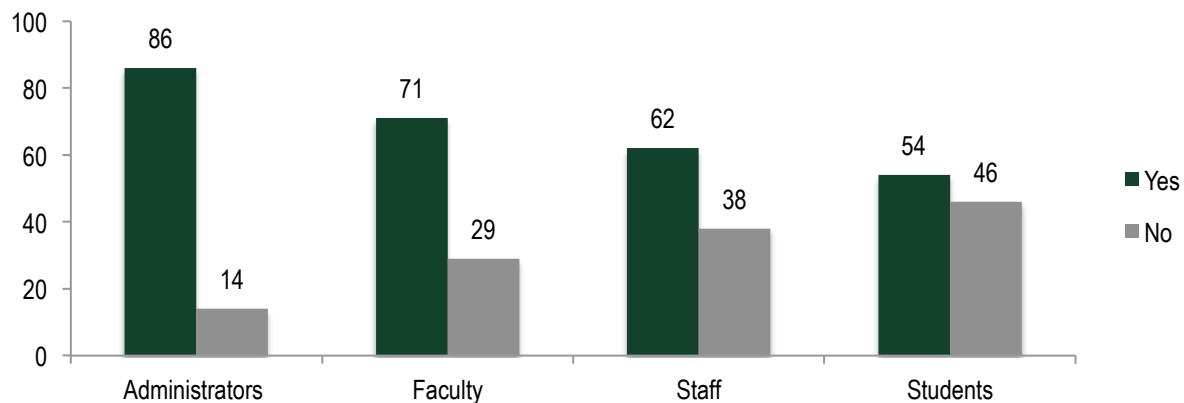


Survey respondents came from many different departments and divisions, with particularly strong representation from the Biology and Earth, Environmental, and Geographical Sciences (EEGS) Departments, and programs associated with the School of Health and Human Performance. Administrators who responded represent 13 different departments. Faculty member respondents represent at least 25 departments, staff members represented 38 different divisions and departments, and student respondents represent more than 31 different majors and minors on campus.

AWARENESS OF SUSTAINABILITY EFFORTS ON CAMPUS

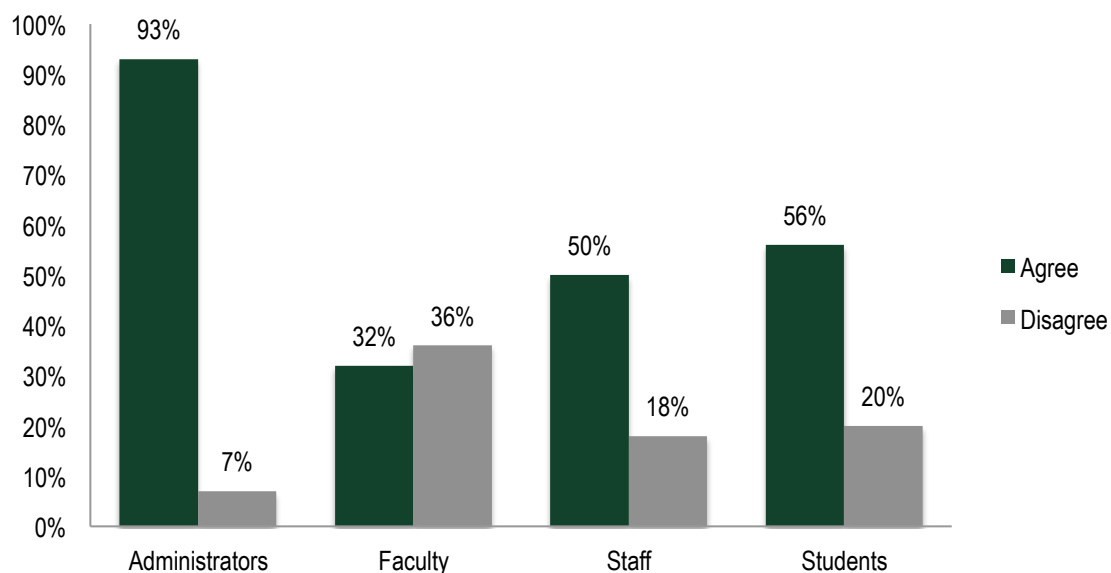
One of the first questions asked respondents if they were aware of current sustainability efforts on campus. In terms of percentages (the numbers on the y-axis represent percentages), the survey results show that administrators were generally more aware of sustainability efforts than faculty, staff, or students, who were the least likely to report awareness of sustainability efforts on campus (Table 2).

Table 2. Percent of Respondents Aware of Sustainability Efforts on Campus



Additionally, we asked respondents if they thought sustainability was part of the culture of Northern Michigan University. The question used a Likert-type scale from 1 to 5 where 1=strongly disagree; 2=somewhat disagree; 3=neither agree nor disagree; 4=somewhat agree; and 5=strongly agree. The results were collapsed to show the difference between those who agree and disagree. The results suggest that most groups were fairly ambivalent about this, with most responses right in the middle, but leaning slightly toward “somewhat agree” (Table 3). One of the reasons it appears that administrators agree more with this statement is because there were fewer respondents in that category.

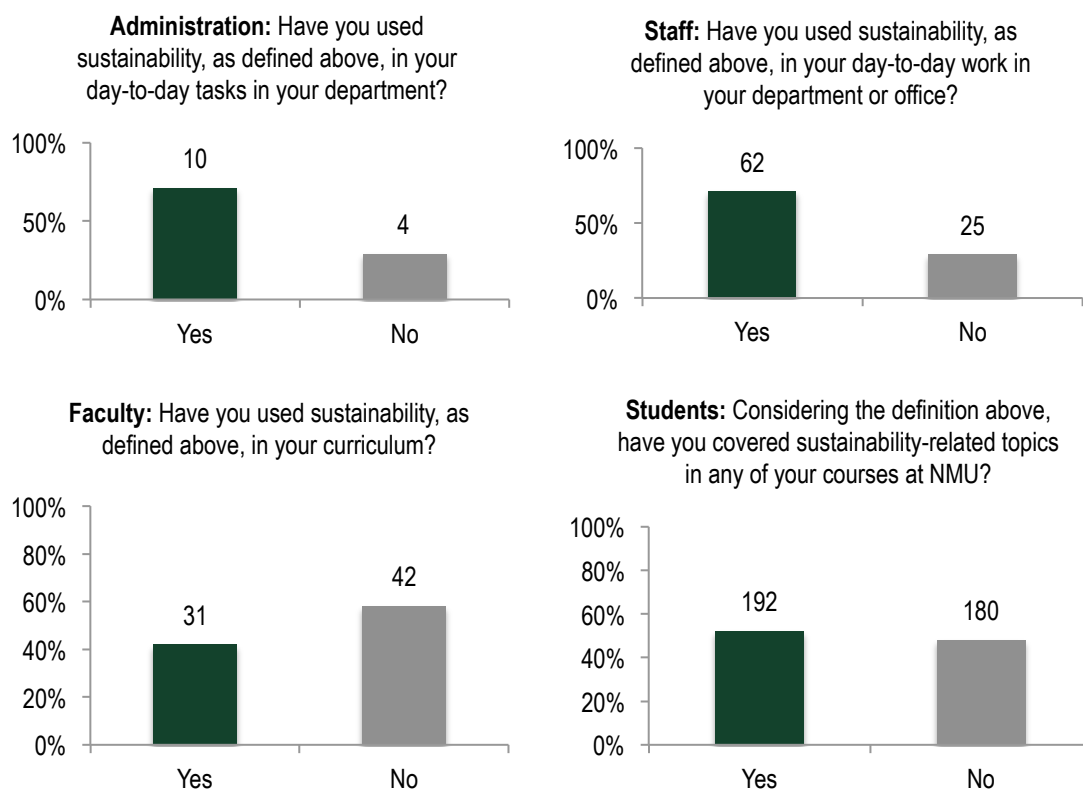
Table 3. Percent Agree That Sustainability is Part of NMU's Culture



SUSTAINABILITY IN DAY-TO-DAY ACTIVITIES

The next set of questions asked different groups: administrators, faculty, staff, and students about how they used sustainability in their day-to-day activities. Consistent with the question about awareness, the survey showed that administrators who responded to the survey were more likely to use sustainability in their day-to-day activities than students or faculty. Staff also reported using sustainability more than students or faculty. This may suggest that more could be done to integrate sustainability into the curriculum and into students' experience on campus. Students expressed strong desire to learn more about sustainability, and 73% said that would like to see more professional opportunities for sustainability offered on campus.

Table 4: Percent of Respondents Who Use Sustainability on a Daily Basis



MECHANISMS FOR INSTITUTING SUSTAINABILITY ON CAMPUS

In addition to assessing perspectives on current sustainability initiatives, the survey asked respondents about different ways to institutionalize future sustainability efforts. The survey asked respondents to consider the University's current budget problems and if an institutionalized Office of Sustainability with at least one full-time staff member would be beneficial to NMU, despite these financial challenges. Administrators, staff, and faculty expressed fairly strong resistance to the idea of devoting significant financial resources to a new administrative office (Table 5). When asked about the creation of a formal Sustainability Committee to be composed of staff, faculty, and student representatives, all groups were supportive (Table 6).

When asked if they would be willing to serve on such a committee, 183 people responded that they would, and many included enthusiastic comments about ways to move forward. This included 4 administrators, 22 faculty members, 22 staff members, and 125 students. The list of people who expressed interest in serving on a sustainability committee can be found in Appendix D.

Table 5. Percent Agree that an Office of Sustainability with One Staff Person Would be Beneficial to NMU

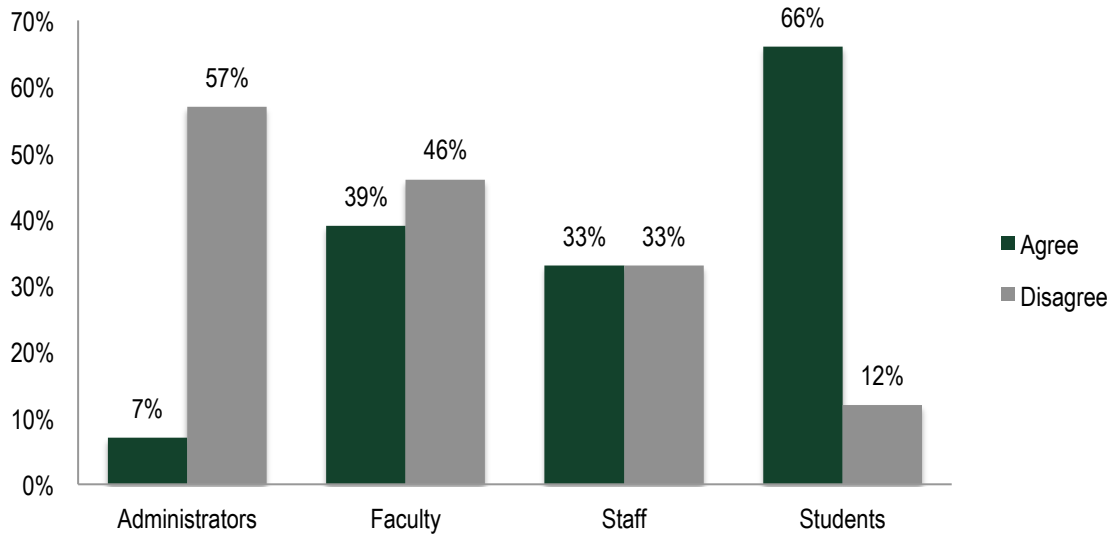
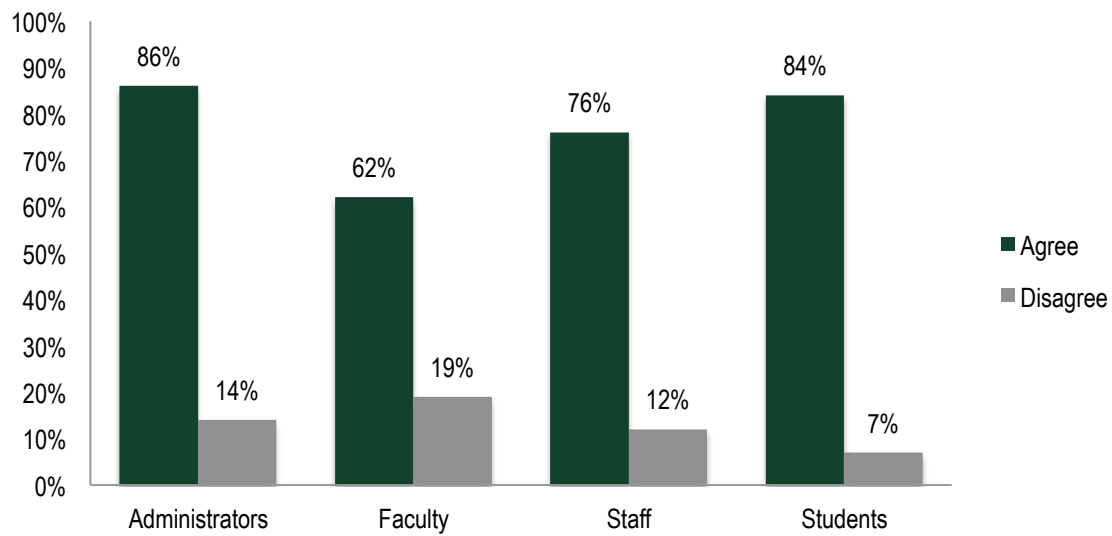


Table 6. Percent Agree that Creating a Sustainability Committee Would be Beneficial to NMU



QUALITATIVE DATA ANALYSIS

Several questions on the survey gave respondents the opportunity to elaborate on their ideas. We began to analyze these responses by using a coding system to identify trends and patterns in the written responses. For example, one question explained that NMU's Strategic Plan calls for "programs and initiatives that expand Northern's performance as a leader in sustainability," and then asked "Are there any programs or initiatives related to this that you would like to see implemented on campus?" Respondents to this question talked about a wide range of initiatives, including the integration of sustainability into curriculum and more opportunities for alternative transportation. The most common response was about energy: 63% of those who responded wanted to see greater energy efficiency on campus and/or further investment in renewable energies. Other programs and initiatives included creating platforms to promote communication and awareness about sustainability (50%), composting on campus (45%), incorporating more local food into the dining services and/or growing more food on campus (44%), reducing waste (43%), and integrating sustainability into the curriculum (38%).

In addition to these overall responses, we found that members of different groups held slightly different priorities. For example, waste reduction was particularly important to staff, and 35% of the staff members who responded believed that recycling could be improved, whereas only 11% of students mentioned that improved recycling systems should be a priority. Administrators were particularly interested in integrating sustainability into the curriculum, and faculty and staff emphasized the importance of connecting different departments to work on sustainability related projects. Students also wanted to see sustainability integrated into the curriculum, and wanted more opportunities to get involved in sustainability efforts

Due to time constraints, we did not perform a fine-grained coding analysis of other written comments, though from reading all the comments, it seemed as though nearly all groups were in favor of creating a sustainability committee to promote sustainability-related activities on campus. Furthermore, there was a general consensus of what some of the priorities of that committee might be: improving channels of communication, integrating sustainability in the curriculum, and addressing energy, food, and waste issues on campus.

THE LANDSCAPE OF SUSTAINABILITY IN HIGHER EDUCATION: WHERE IS NMU?

As part of this research, Skrocki and Headings analyzed case studies of 33 universities that offer sustainability programs. The purpose of this research was to determine Northern's position in broader landscape of sustainability in higher education. Of these 33 universities, 20 are located in the Midwest region, 12 are located in Michigan, and 10 are located in cold climate similar to that of NMU. A list of these universities and the case study report can be found in Appendix E.

This analysis looked at university mission statements, current programs and initiatives, and student involvement opportunities that relate to sustainability. Twenty-two of these universities offer academic courses that relate to sustainability, including options for certification, specialization, degree, and/or minor programs. Living-learning labs where students can research, learn, and practice sustainable lifestyles are available at nine universities in focuses ranging from sustainable agriculture and permaculture to zero-waste and energy efficiency. Consistent focus areas for the universities seemed to fall under the categories of waste reduction, energy (renewable-sourcing and efficiency), climate change, transportation, sustainable agriculture and education and outreach services. Green funds for student research projects and initiatives were available at nine universities and were funded through the various methods of donors, student activity fees, and grants. All

universities had some way of institutionalizing sustainability initiatives in the form of an office, a committee, or a full-time Sustainability Coordinator position.

In comparison, NMU has begun to prioritize similar initiatives on campus. Programs such as the NMU Ride Share, the bikeshare program, the recycling program, LEED certified buildings, the Superior Acre Permaculture Garden, the Outdoor Learning Area, the NMU Hoop House and academic course offerings including degree, minor, and specialization programs all demonstrate that Northern is striving to become a leader in sustainability. This goal is clearly outlined in the new strategic plan. Additionally, involvement opportunities through four different student organizations, research projects, and volunteer opportunities in the permaculture garden allow students to gain hands-on experience with sustainability in an academic service learning environment. There is always room for improvement, however, and these case studies can serve as model programs that could be applied to our own campus.

SUMMARY OF MAJOR THEMES FROM MEETINGS & SURVEY

In addition to the survey and research on other institutions, members of the Sustainability Task Force organized public meetings for those who identified themselves as being interested in working on sustainability issues together. The first meeting was with about 80 interested students on March 23rd. Then we met with about 20 interested staff, faculty, and administrators on March 24th, and we held a public forum on April 8th. The minutes from these meetings can be found in Appendix F. Some of the themes from the meeting and the survey were as follows:

Sustainability as a Driver for Enrollment

Many students, along with faculty and staff members, emphasized that promoting sustainability could help to drive future enrollment. Many students explained that the reason they came to study on the U.P. was because of the incredible natural beauty of the U.P. and cultural amenities of the Marquette area. This is reflected by the growth of the Environmental Studies and Sustainability major, which grew 144% from fall 2015 to fall 2016. Taking actions to promote Northern's identity as a "green" university would appeal to twenty-first-century students, and we are well positioned to tap this growing market.

Improved Communication is Necessary

The need to improve communication on many levels was a major theme in the survey results and in conversations at the meetings. These different levels included better communication between administrative decisions and students, between faculty and administration, between different student groups, and between different faculty members and departments on campus. Many respondents, particularly administrators and staff members, emphasized the need for a centralized system for communicating sustainability-related actions on campus. Although Northern is already taking great steps towards things like reducing our carbon footprint and obtaining more of our food from local sources, there is no clear, central system for communicating about these decentralized actions, and therefore students and faculty are not aware of these actions. Improving the University's sustainability website and using social media platforms would be an excellent way to start spreading the word about sustainability on campus.

Sustaining Sustainability Efforts

Although there have been past efforts to promote sustainability on campus, these initiatives have come and gone. One of the reasons for this may be because there has not been an institutional home for such efforts. As part of an AQIP Action Project in 2007-2008, a group of students, staff and faculty sought to promote sustainable living environments on campus. This yearlong initiative resulted in two recommendations: "1. A permanent sustainability committee should be established at NMU consisting of faculty, staff, administrators,

and students. 2. A sustainability “czar” should be appointed who reports directly to the president to coordinate the University’s sustainability initiatives.” Although this work generated enthusiasm in the community, no university-wide committee was established and no “czar” was appointed. The results of this research also suggest that a strong commitment from higher levels of administration is necessary in order to maintain sustainability efforts over the long-term.

RECOMMENDATIONS

1. Create the SISU Committee (Students, Staff, and Scholars Instituting a Sustainable University), Summer 2016

In order to sustain sustainability efforts at Northern Michigan University, we recommend the creation of an official university-wide committee on sustainability, the SISU Committee.

The goals of the SISU Committee will be as follows:

- To provide awareness about existing sustainability-related initiatives on campus
- To promote and coordinate sustainability-related actions across departments and disciplines
- To create an inventory of existing sustainability-related efforts, and to work with others on campus to craft specific benchmarks to improve Northern’s performance as a leader in sustainability
- To provide continuous assessment of Northern’s performance in working towards those sustainability benchmarks

2. Perform a Sustainability Inventory and Planning Initiative (2016-2017)

With support from the Innovative Project Fund, Dr. Mittlefehldt and Dr. Thompson will engage students, staff, faculty, and administrators in a yearlong campus sustainability planning initiative to establish an inventory of current sustainability-related assets on campus, and to create targets for the future.

3. Create an Office of Sustainability

Given Northern’s current financial situation, many survey respondents expressed concern about making significant financial investment in an Office of Sustainability at this time. However, if sustainability efforts take off, draw students, and help the University save money on overhead expenses like energy expenditures, we suggest that by establishing an Office of Sustainability with a full-time Director/Coordinator and funding for interns and work-study students is integral to sustaining the momentum for sustainability at our institution.

APPENDIX A: IRB Approval Memorandum

TO: Sarah Mittlefehldt
Earth, Environmental, and Geographical Sciences

DATE: February 23, 2016

FROM: Rob Winn, Ph.D.
Assistant Provost/IRB Administrator

SUBJECT: IRB Proposal HS16-726
IRB Approval Dates: 2/23/2016-2/23/2017**
Proposed Project Dates: 3/1/2016-3/1/2017
"Sustainability Planning at NMU"

The Institutional Review Board (IRB) has reviewed your proposal and has given it final approval. To maintain permission from the Federal government to use human subjects in research, certain reporting processes are required.

A. You must include the statement "Approved by IRB: Project # HS16-726" on all research materials you distribute, as well as on any correspondence concerning this project.

B. If a subject suffers an injury during research, or if there is an incident of non-compliance with IRB policies and procedures, you must take immediate action to assist the subject and notify the IRB chair (dereande@nmu.edu) and NMU's IRB administrator (rwinn@nmu.edu) within 48 hours. Additionally, you must complete an Unanticipated Problem or Adverse Event Form for Research Involving Human Subjects

C. Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding. Informed consent must continue throughout the project via a dialogue between the researcher and research participant.

D. If you find that modifications of methods or procedures are necessary, you must submit a Project Modification Form for Research Involving Human Subjects before collecting data.

E. **If you complete your project within 12 months from the date of your approval notification, you must submit a Project Completion Form for Research Involving Human Subjects. If you do not complete your project within 12 months from the date of your approval notification, you must submit a Project Renewal Form for Research Involving Human Subjects. You may apply for a one-year project renewal up to four times.

NOTE: Failure to submit a Project Completion Form or Project Renewal Form within 12 months from the date of your approval notification will result in a suspension of Human Subjects Research privileges for all investigators listed on the application until the form is submitted and approved.

All forms can be found at the NMU Grants and Research website:

<http://www.nmu.edu/grantsandresearch/node/102>

APPENDIX B: Survey Questions

Definition: Sustainability is the ability to meet the needs of the present without compromising the ability of future generations to meet their own needs.

Do you identify yourself as:

- a) Faculty b) Staff c) Student d) Administration

On a scale of 1 to 5 (1 = not at all, 5 = very much), how much do you agree with the statement: "Sustainability is part of the culture at NMU"?

Are you aware of sustainability efforts on campus? Yes/No
If yes, please provide an example.

If you identified yourself as administration, have you used sustainability in your day-to-day tasks in your department?

Yes No

If yes, please provide an example.

If you identified yourself as faculty, have you used sustainability, as defined above, in your curriculum?

Yes No

If yes, please provide an example.

If you identified yourself as staff, have you used sustainability, as defined above, in your day-to-day work in your department?

Yes No

If yes, please provide an example.

If you identified yourself as a student, have you noticed sustainability in any of your class lectures (outside of the Earth, Environmental, and Geographical Science Department)?

Yes No

If yes, please provide an example.

NMU's Strategic Plan calls for "programs and initiatives that expand Northern's performance as a leader in sustainability." Are there any programs or initiatives related to this that you would like to see implemented on campus?

Yes No

If yes, please provide an example.

On a scale of 1 to 5, how much do you agree that NMU should invest in Sustainability despite current budget cutbacks.

On a scale of 1 to 5, how much do you agree that a Sustainability Committee, composed of faculty, staff, and student representatives, would be beneficial to NMU?

Would you be interested in serving on a Sustainability Committee at NMU? Yes/No

If yes, please provide your contact information.

On a scale of 1 to 5, how much do you agree that an institutionalized office of sustainability with one full-time staff member would be beneficial to NMU?

If an office of sustainability were created, what resources and services would be beneficial to you?

If you identified yourself as faculty, staff, or administration:

What Department/Division are you in?

How many years have been employed at NMU?

If you identified yourself as a student:

Which department/major are you in?

How many years have you attended NMU?

On a scale of 1 to 5, how much do you agree with the statement "I would like to see more professional opportunities for sustainability on campus (i.e. internships, research opportunities, conferences).

If professional opportunities for sustainability were available on campus, how likely would you be to personally utilize them on a scale of 1 to 5?

Are there any additional thoughts or comments about sustainability on campus that you would like to add?

APPENDIX A: Email Invitation to Survey

Initial Email on Monday, March 7, 2016

Dear Colleagues-

Students, staff, and faculty members are working to assess the state of sustainability at Northern Michigan University, and we are planning ways to coordinate sustainability efforts across campus. The first step in this process is to solicit ideas from different groups on campus via this survey. The results of this survey will be used to inform sustainability planning, and will be shared at a public forum in April.

Please respond to this 10-minute survey by March 20th. You can access the survey at:
https://nmu.qualtrics.com/SE/?SID=SV_2n1YffclC3p3uJ

Thank you for your time and consideration.

Sincerely,
Sustainability Task Force
Rachel Headings
Ella Skrocki
Prof. Jes Thompson
Prof. Sarah Mittlefehldt

Reminder Email on March 15, 2016

Hello-

For those of you who have completed the sustainability survey—thank you! For those who have not, this is a gentle reminder that the survey will remain open until March 20th. The purpose of this survey is to assess attitudes towards sustainability on campus, and to solicit ideas about how we can help Northern achieve its goal of becoming a leader in campus sustainability.

The survey takes about 10 minutes to complete. You can access it by clicking on this link:
https://nmu.qualtrics.com/SE/?SID=SV_2n1YffclC3p3uJ

We will share the results of this survey at a public forum on Friday, April 8th from 9-10am in Jamrich 1322. We will also organize meetings for those who chose to identify themselves as being someone who is interested in working on sustainability issues on campus. We will meet with interested students on Wed., March 23rd from 5-6pm in Jamrich 1322.

Thank you for your time and energy on this.

Sincerely,
Sustainability Task Force
Rachel Headings
Ella Skrocki

Prof. Jes Thompson
Prof. Sarah Mittlefehldt

Email to Interested Students on Feb. 15, 2016

Hello-

I'm writing to you because you indicated on the Sustainability Survey that you are interested in working on campus sustainability issues. We are delighted by the overwhelmingly positive response from students, and we are organizing a meeting for interested students on Wednesday, March 23rd from 5-6pm in Jamrich 1322.

The purpose of this meeting is to solicit ideas about ways to help Northern become a leader in campus sustainability. We will also share some of the preliminary results of the survey and talk a little more about the current initiative to coordinate sustainability efforts across campus.

If you have any questions about any of this, please contact me, Sarah Mittlefehldt, or the two students who have who have been driving this movement: Rachel Headings and Ella Skrocki.

Thank you for your interest and commitment.

Sincerely,
Sarah Mittlefehldt

p.s.-

Help spread the word about the survey and share the link with others. The survey will be open until March 20th.
https://nmu.qualtrics.com/SE/?SID=SV_2nIYffclC3p3uJ

Email to Interested Staff, Faculty, Administrators on Feb. 16, 2016

Hello Colleagues-

I'm writing to you because you are a staff member, administrator, or faculty member who indicated on the Sustainability Survey that you are interested in working on campus sustainability issues. According to the Doodle poll, it looks like most of us can meet from 12-12:50pm next Thursday, March 24th in Jamrich 3101. Unfortunately, there was no time that worked for everyone, but we will send out the minutes of this meeting to everyone on this list.

The purpose of this meeting is to think of ways to coordinate sustainability efforts across campus. If people are interested in a sustainability committee, what might be the goals and strategies of that committee? Here is a tentative agenda for Thursday's meeting:

- 1) Background on this initiative—What are we doing here?
- 2) Brief overview of preliminary survey results
- 3) Do we want to form a sustainability committee? If so, what would be the goals and strategies of such a committee? How can we help Northern become a leader in campus sustainability?

We will meet separately with students who identified themselves as being interested in this work on March 23rd, and Rachel Headings and Ella Skrocki will represent student perspectives at our meeting on the 24th. We

will also share the full survey results at a public forum on Friday, April 8th from 9-10am in Jamrich 1322. If you have any questions about any of this, please contact me, Sarah Mittlefehldt.

Thank you for your interest and commitment. I look forward to our conversation next Thursday.

Sincerely,
Sustainability Task Force
Rachel Headings
Ella Skrocki
Jes Thompson
Sarah Mittlefehldt

p.s.

Help spread the word about the survey and share the link with others. The survey will be open until March 20th.
https://nmu.qualtrics.com/SE/?SID=SV_2nlYffclC3p3uJ

Email about Public Forum on April 8, 2016

This Friday, April 8th from 9-10am in Jamrich 1322, we will share the results of the campus-wide sustainability survey, and will listen to your ideas about how to strategically promote sustainability across our campus. We have had a couple of meetings with interested students, staff, faculty and administrators, and this Friday's forum will continue the conversation with a wider range of individuals. The purpose of this meeting is to identify specific goals and actions to be undertaken by a sustainability committee in the future.

If you have any questions or comments, please feel free to send them to Prof. Sarah Mittlefehldt at smittlef@nmu.edu.

Thanks-
Sustainability Task Force
Prof. Sarah Mittlefehldt
Prof. Jes Thompson
Rachel Headings, student
Ella Skrocki, student

APPENDIX D: Potential Committee Members

Administrators

1. John Rebers, Biology Dept. Head, jrebers@nmu.edu
2. Renee Sheen, Human Resources, rsheen@nmu.edu
3. Jon Barch, Associate Director, Center for Student Enrichment, jbarch@nmu.edu
4. Jim Cantrill, Communications Dept. Head, jcantril@nmu.edu

Faculty

1. Sarah Mittlefehldt, EEGs, smittlef@nmu.edu
2. Robert Goodrich, History, rgoodric@nmu.edu
3. Mary Martin, Biology, marymart@nmu.edu
4. Jessica Brown, Library, jesbrown@nmu.edu
5. Teresa Bertossi , EEGs, tbertoss@nmu.edu
6. Jessica Thompson, Communication, jessitho@nmu.edu
7. Randy Klitzke, Technology and Occupational Sciences, Raklitzk@nmu.edu
8. Taimur Amin Cleary, Art & Design, tcleary@nmu.edu
9. Breanne Carlson, Management of Health and Fitness, bcarlso@nmu.edu
10. Donna Becker, Biology, dbecker@nmu.edu
11. Brandon Canfield, Chemistry, bcanfiel@nmu.edu
12. Zac Cogley, Philosophy, zcogley@nmu.edu
13. Corrine Bodeman, Business, cbodeman@nmu.edu
14. kimbersm@nmu.edu
15. Matt Van Grinsen, EEGs, mvangrin@nmu.edu
16. Martin Reinhardt, Native American Studies, mreinhar@nmu.edu
17. David Kronk, Health and Human Performance, dkronk@nmu.edu
18. Tracy Wascom, Art & Design twascom@nmu.edu
19. Scott Jordan, Health and Human Performance, scjordan@nmu.edu
20. Keneika Rowe, Technology and Occupational Sciences, kerowe@nmu.edu
21. Alex Graeff, agraeff@nmu.edu
22. Jacquie Medina, Health and Human Performance, jamedina@nmu.edu

Staff

1. Michelle Kimball, Technology and Occupational Sciences, mkimball@nmu.edu
2. Carole Touchinski, Marquette Community Foundation Executive Director, 227-1640
3. Josh Wasilewski, Preventive Maintenance Technician, Plant Operations, jowasile@nmu.edu
4. Katie Berger, Director of Teacher Education Student Services, kaberger@nmu.edu
5. Shawn Olson, Financial Aid, shawolso@nmu.edu
6. Kimber Olli, Executive Secretary, Registrar, kolli@nmu.edu
7. Kristin Beck, Grants Coordinator, Grants Office, krbeck@nmu.edu
8. Leigh Barry, WNMU, lebarry@nmu.edu
9. Gina Lombardini, Assistant Director of Admissions, glombard@nmu.edu
10. Brittany Porydzy, Residence Director, bporydzy@nmu.edu
11. Christy Miller, Residence Director, chrimill@nmu.edu
12. Denise Hughes, Plant Operations; ASFCME Representative, dhughes@nmu.edu
13. Bryant Varney, Instructional Technology Support Coordinator, bvarney@nmu.edu
14. Kathy Godec, Circulation Supervisor, Olson Library, kgodec@nmu.edu

15. Kathy Richards, Associate V.P. Engineering and Planning/Facilities, kathrich@nmu.edu
16. Beth Roberts, Principal Secretary, Provost's Office, betrober@nmu.edu
17. Branden Sager, Assistant Director, Facilities, Buildings & Sustainability, brsager@nmu.edu
18. Haley Rhoades, Assistant Director, Financial Aid, hrhoades@nmu.edu
19. Curtis Noel, Business Manager-Broadcast/AV Services, cnoel@nmu.edu
20. Esko Alasimi, Associate Director of Plant Operations, ealasimi@nmu.edu
21. Dennis Tryan, Building and Grounds Attendant, dtryan@nmu.edu
22. Evelyn Massaro, WNMU, emassaro@nmu.edu

Students (2 representatives to serve at a time)

1. Lee Cole, lcole@nmu.edu
2. Lauren Munson, lmunson@nmu.edu
3. smidavid@nmu.edu
4. Susie Toivonen, sutoivon@nmu.edu
5. Rachel Lamanna, rlamanna@nmu.edu
6. Taylor Preul, tpreul@nmu.edu
7. Maria Marckini, mmarckin@nmu.edu
8. Francesca Nestor, fnestor@nmu.edu
9. Sarah Gardner, sagardne@nmu.edu
10. Kyra Moore, kymoore@nmu.edu
11. Amanda Judkins, amjudkin@nmu.edu
12. Susan Arnold, suarnold@nmu.edu
13. Luke Speicher, lspeiche@nmu.edu
14. Colin Ablett, cablett@nmu.edu
15. Nathan Frischkorn, nfrischk@nmu.edu
16. Tori Chevon-Ruth Benedict, tbenedic@nmu.edu
17. Chloe Wilkinson, chwilki@nmu.edu
18. Laura Long, lalong@nmu.edu
19. Sarah Hohmeyer, shohmeyer@nmu.edu
20. Zadie Ward, zward@nmu.edu
21. Riley Powers, rpowers@nmu.edu
22. Eden Hartung, ehartung@nmu.edu
23. Brittany Sides, bsides@nmu.edu
24. Christa Schmidt, chrischm@nmu.edu
25. Nick Mead, nmead@nmu.edu
26. Alyssa Sawyer, alsawyer@nmu.edu
27. Georgia Harrison, gharriso@nmu.edu
28. Ivan Wiljanen, iwiljane@nmu.edu
29. Patrick Gamble, pgamble@nmu.edu
30. Kayleigh Balinski, kbalinsk@nmu.edu
31. annika.h4nson@gmail.com
32. Michael Lingle, mlingle@nmu.edu
33. Brandon West-Hooper, bwesthoo@nmu.edu
34. Jeff Winchester, jwinche@nmu.edu
35. Kelsey Mae Kasten, kekasten@nmu.edu
36. Elise Marie Tillema, etillema@nmu.edu
37. Abby Peterson, abipeter@nmu.edu
38. Katie Little, kalittle@nmu.edu

39. kochnicholasd@gmail.com
40. Jason Chenette Jr., jchenett@nmu.edu
41. Samantha Pickett, sapicket@nmu.edu
42. Niikah Lee Hatfield, nhatfiel@nmu.edu
43. Nancy Swick, nswick@nmu.edu
44. Jack Johnson, johnsjac@nmu.edu
45. Mina Stumpfo, mstumpfo@nmu.edu
46. Travis Froberg, tfroberg@nmu.edu
47. Steve Wood, stwood@nmu.edu
48. Alexis Dodgin, adodgin@nmu.edu
49. Justin Ilbrink, jilbrink@nmu.edu
50. Meranda Hartle, mhartle@nmu.edu
51. Michael Williams, michawil@nmu.edu
52. Jacob Jarvis, jacjarvi@nmu.edu
53. Meghan Hohenstein, mhohenst@nmu.edu
54. Connor Boudreau, Connor Boudreau (443-370-4264)
55. Christine Myers, chrmyers@nmu.edu
56. Hannah Danforth, hdanfort@nmu.edu
57. Collin Richter, crichter@nmu.edu
58. Chelsey Robinson, cherobin@nmu.edu
59. Elizabeth Rogers, elrogers@nmu.edu
60. Evan Burton, eburton@nmu.edu
61. Alin Fulsher, afulsher@nmu.edu
62. Kristian Johnson, krjohnson@nmu.edu
63. Jessica McManus, jmcmanus@nmu.edu
64. Daley Matthews-Pennanen, damatthe@nmu.edu
65. Theo Medendorp, tmedendo@nmu.edu
66. Marissa Wall, mwall@nmu.edu
67. Amelia Vasquez-Collins, amvasque@nmu.edu
68. Molly Wetter, mwetter@nmu.edu
69. Ayomipo Ogunsanya, ayogunsa@nmu.edu
70. Hilary Land, hland@nmu.edu
71. Andrea Bilak, abilak@nmu.edu
72. Bailey Tryan, batryan@nmu.edu
73. Alysha Ramirez, alramire@nmu.edu
74. Haley Roth, hroth@nmu.edu
75. Hunter Laing, hlaing@nmu.edu
76. Austin Pratt, apratt@nmu.edu
77. Zane Rusinowski, zrusinow@nmu.edu
78. Hayli Cox, hcox@nmu.edu
79. Lydia Wade, lwade@nmu.edu
80. Jamie Whiting, jwhiting@nmu.edu
81. Madison Hayes, mhayes@nmu.edu
82. Jean Weinrich, jweinric@nmu.edu
83. Ryan Watling, rwatling@nmu.edu
84. Sadie Riley, sariley@nmu.edu
85. Olivia Englehardt, oengelha@nmu.edu
86. Abigail Zeman, azeman@nmu.edu

87. Sean Brownell, seantcbike@gmail.com
88. Jennifer Klemm, jklemm@nmu.edu
89. Mislande Merine, mmerine@nmu.edu
90. Alex Carleton, acarleto@nmu.edu
91. Abigail Winters, awinters@nmu.edu
92. Courtney Reckker, creckker@nmu.edu
93. Olivia Walcott, owalcott@nmu.edu
94. Maureen Smith, mausmith@nmu.edu
95. Lindsay York, lyork@nmu.edu
96. Kathleen Henry, khenry@nmu.edu
97. Clare Fastiggi, cfastigg@nmu.edu
98. Lydia G., 231-715-6056
99. Jonathon Mularz, jumularz@nmu.edu
100. Nicole Taylor, nicotayl@nmu.edu
101. Jacqueline Gerding, jagerdin@nmu.edu
102. Lorraine Coutre, lcoutre@nmu.edu
103. Avery Huyck, ahuyck@nmu.edu
104. Madelyn Ek, mek@nmu.edu
105. Travis Hardwicke, thardwic@nmu.edu
106. Dawn Paskowicz, dpaskowi@nmu.edu
107. Kaitlynn Brow, kbrow@nmu.edu
108. Brandon Hansen, brahase@nmu.edu
109. Cody Selewski, coselews@nmu.edu
110. Austin Dupras, audupras@nmu.edu
111. Chase Hull, chhull@nmu.edu
112. Tim Liquia, tilquia@nmu.edu
113. Sonja Novitzk, snovitzk@nmu.edu
114. Samantha Phillips, samphill@nmu.edu
115. Nathan Rahn, nrahn@nmu.edu
116. Ally Vacha, avacha@nmu.edu
117. Jessica Resst, jresst@nmu.edu
118. Luke Ogle, logle@nmu.edu
119. Drew Etling, etlingdrew@gmail.com
120. Nathan Williams, nawillia@nmu.edu
121. Breanne Wilmot, bwilmot@nmu.edu
122. Caitlyn Bratton, cbratton@nmu.edu
123. Jenni Feighner, jfeighne@nmu.edu
124. Rennie Weidenhamer, reweiden@nmu.edu
125. Karlee Remoli, kremoli@nmu.edi

Appendix D: Case Studies Examined

Alaska Pacific University
Antioch College
Aquinas College
Beloit College
Berkeley University
Brown University
Carnegie Mellon University
Calvin College
Central Michigan University
Dawson College
Grand Valley State University
Harvard University
Hope College
Kalamazoo College
Lake Superior College
Lansing Community College
Marquette University
Michigan Technological University
Michigan State University
Northeastern University
Northland College
Northwestern Michigan College
Phillips Exeter Academy
Temple University
University of Alaska – Anchorage
University of Colorado Boulder
University of Massachusetts – Amherst
University of Michigan
University of Minnesota Morris
University of Tennessee at Knoxville
University of Wisconsin - Steven's Point
Western Michigan University
Yale University

APPENDIX F: Meeting Minutes

Meeting Minutes: Interested Students
Institutionalizing Sustainability at Northern Michigan University
Wednesday, March 23rd 5-6pm, Jamrich 1322

Why are we here?

Our economic systems, our environment, and our cultures are changing. Many institutions have been taking steps to become more sustainable on multiple levels, and shifting the culture of behavior on campus. Institutions in higher ed have an important role to play because we are more nimble and flexible than a city or state in terms of implementing action.

How can Northern be different from all the other institutions and committees?

Sisu: The concept, from Finland, that is resilience and taking action against all odds and displaying courage in the face of extreme adversity. **Students, Staff & Scholars Instituting a Sustainable University (SISU)**

Introduction of Case Studies: Rachel Headings & Ella Skrocki researching 50 examples WMU, CMU and MTU have all formalized and institutionalized sustainability on their campus.

- Student Funding for Sustainability, Office (WMU)
- Great Lakes Institute for Sustainable Systems (CMU)
- Sustainable Futures Institute (MTU)

Preliminary Survey Results (546 completed surveys; 982 started)

- General awareness of sustainability initiatives on campus was greater amongst administration and faculty than with staff and students.
- Across all categories, most felt that having a sustainability committee would be valuable, but administrators, faculty, and staff were wary of allocating resources toward an Office of Sustainability

Comment Data Trends from Student Responses:

Desired Programs & Initiatives:

Energy Initiatives, Zero Waste Initiatives, Compost Program, Food Programs

- Especially interested in composting, permaculture practices, local food purchasing

Beneficial Resources & Services:

- Platforms, Recycling, Personal Tips, Involvement Opportunities
- Somewhere we can gain information of resources, workshops, programs etc. available.
- What are current things happening that I can jump into?

Concerns:

Seven trends:

- Lack of follow through on proposed actions
- Faculty and staff cut backs are more pressing
- Funding
- Enrollment is down and must be first priority
- False advertising and green washing
- Lack of transparency
- "Sustainability is not a part of the campus culture" or a part of all departments or majors

Open Student Discussion: “If we create a Sustainability (or SISU) Committee, what are some goals that you would like to see?”

Communicating Sustainability:

- Main issues on campus is lack of knowledge that how not turning off their lights influence them, or anything. People should have the opportunity to see how their actions are affecting everything else.
- A lot of people respond well to visual things- University of Wisconsin-Eau Claire has photo of a landfill above trash bins to show people how and where their waste is going. Which will then encourage the image of being sustainable.
- Spread sustainability initiative/event information through entire campus rather than centralized in just Jamrich.
- Construct website with open forums regarding programs and implementation.
 - See www.nmu.edu/sustainablemu
- Committee needed to *coordinate* these ideas

Sustainability as a unifying tool for a sustainable campus culture:

- Create team setup to unify passionate people and organizations to take action
- Utilize all resources like art and design students. Create semi-annual print or platform for people to start rallying behind. Make sustainability initiatives “cool” by using social pressures to make sustainability part of the culture.
- Social shaming works and is more effective over long periods of time. (ex. bin in mp to show food wasted in MP)
- A message to undergrads: “Do research to spread sustainability. There is a problem between administration and student communication regarding sustainability. There are so many moving parts for the students to bring ideas to them, so they just put the stamp of approval on initiatives but there is no real follow up from them to get boots on the ground. There needs to be a better communication route, to get an expanded idea of how to do things with your fellow students and faculty working together”.
- “I suggest starting early, and we can always get involved with freshman seminar, and get people aboard right as they enroll at Northern”
- EcoMug project to expand sustainability beyond campus community and into Marquette community (free liquid drinks at participating businesses with use of EcoMug
 - Encourage EcoMug use or Sustainable NMU reusable mug use to decrease Styrofoam use in restaurants like Smoothie King
- Every trash bin has a recycling bin next to them and so people are involved in this because it is all around them
- Unify organizations through existing organizations like the Northern Climate Network or Food Recovery Network
- Gain public support for connections, ideas, \$\$.
- Need marketing involved to take it outside of just the department to use on campus resources to get labeling etc for PV panels etc.
- Infographic stickers to stand out more and put on everything, to get people in the mindset of sustainability no matter what department, as if something that you can *collect*.

Revamping Sustainability in the Curriculum:

- Show how sustainability is a part of *everything* and how it should matter to *everyone* in all departments.
- Certificates for sustainability to spread sustainability out of just EEGS department (NEED GRANTS)

Increasing Enrollment:

- Sustainability is trending- use this as an enrollment tool.
- “Anytime something goes to administration, because we are in enrollment crisis, we need to show them that it WILL help to bring people. NAS demonstrated that it will draw more people and help with crisis and gained more enrollment. This is a money making mechanism, lets show them.”
- We are from a blue collar area, we need to show students that we have programs here (Westwoods to Northern) to keep people in the community.
 - Looking to other Universities- WMU (in the heart of a concrete jungle) used sustainability as a selling tool and charges \$100 sustainability fee per semester.
 - Market the new residence halls, to focus energy on sustainability in these new halls as a living learning lab. Our residence halls are really interactive, and we should be so through sustainability initiatives within them.

Composting:

- 30 gallon garbage bins to gather leaves on campus, and as someone walks by you walk past and through away their food, someone can churn it every so often
- Pilot Project in Hunt and Vanantwerp Hall lobbies then to be taken by Olivia _____ to Jacobetti Complex.

Agriculture:

Dr. Donna Becker to create a new program for sustainable agriculture

Energy Improvements:

- “I worked in power industry for fifteen years, and now engineering students trying to study alternative energies. We need to show the powers that be DOLLAR SIGNS. How much it could save us at what scale. Small PV panels hooked up to power bank, and we can show them, through usage at the Jacobetti, that this is *effective* and *cost saving*”
- Research where NMU is in regards to divestment and strive to create a plan for divestment from fossil fuel industries.
 - One of the chair here is Vice President of Ford, so divestment would be impossible, but we need some sort of sub-committee to find where our money is in dirty energy, before starting an anti-something campaign, to see how deeply imbedded we are.
 - Desperately need transparency from administration in facilities. Electricity is bundled, and is hidden, which isn't necessarily on Northerns back but rather is part of the rat race. (Speak with Jenn Hill for more information)

Addressing the Funding issue:

- Green Fund: it takes green to go green. There are 8000 students at NMU, if those students gave \$5 per semester (mandatory fee), that would be \$40,000 per semester to fund sustainability related projects.

Connect with your peers and get more involved— let's unite and work together!

- Food Recovery Network: Maddie Ek (mek@nmu.edu), Nathan Williams (nawillia@nmu.edu), Katherine Jorgensen (katjorge@nmu.edu)
- Northern Trail Heads: Mina Stumpfoll (mstumpfo@nmu.edu), Riley Powers (rpowers@nmu.edu), Time DeKorte (tdekorte@nmu.edu)
- EEGS Garden Club: Kara Wilkinson (karwilki@nmu.edu), Hannah Poisson-Smith (hpoisson@nmu.edu)
- Students for Sustainability: Hannah Poisson-Smith (hpoisson@nmu.edu)
- ASNMU: Tristan Ruiz (truiz@nmu.edu)
- Ripley Power Plant Information: Tim Liquia (tliquia@nmu.edu)
- Green Fund: Ogden Mehler (omehler@nmu.edu)

- Northern Herbivores: Zadie Ward (zward@nmu.edu)
- Campus Greens: Kathleen Henry (khenry@nmu.edu)
- Center for Biodiversity Earth Day convention: Samantha Phillips (samphill@nmu.edu)
- Bike Incentive Program: Alexa Alagon (aalagon@nmu.edu)
- Spoils to Soils Campus Compost Program: Olivia Walcott (owalcott@nmu.edu)
- Solar Petition: Nicholas Mead (nmead@nmu.edu)

The next steps:

Rachel Headings and Ella Skrocki will be the voices of the student body during a meeting with interested staff, faculty and administration on Thursday, March 24th. Then, will bring all staff, students, faculty and administration together on **April 8th from 9-10am in Jamrich 1322** to share the full results of the sustainability survey that you took part in. We will then create a proposal for the President to bring to the Board of Trustees for approval regarding institutionalizing sustainability. From there we will continue meeting with students to then bring involvement from students to the committee so we can then move forward with all of the incredible ideas that you have shared with us.

Questions, Ideas, Concerns?

Do not hesitate to contact us:

Ella Skrocki (eskrocki@nmu.edu)

Rachel Headings (rheading@nmu.edu)

Meeting Minutes: Interested Administration, Faculty and Staff
Institutionalizing Sustainability at Northern Michigan University
Thursday, March 24th, 12-12:50pm, Jamrich 3101

Participants

1. Marty Reinhart (Decolonizing Diet Project: interested in native plants, animals, healthy ecosystems, reducing pesticide use)
2. Denise Hughes: AFSCME head, Art Building custodian
3. Chrissy Miller: Resident Director at West Hall (Interested in increasing communication amongst all groups across campus)
4. Brittany: Resident Director of Van Antwerp Hall (Attended Graduate School in which they had a sustainability office with student reps to put on events for sustainability awareness and initiatives)
5. Josh Wasaluwski: Plant Operations (Interested in realistic everyday aspects of sustainability. "Why does one use an elevator to go up one floor?" Spreading AWARENESS to turn off lights, not ride elevators)
6. Esko Alasimi: Plant Operations (Responsible for everything in campus facilities. Strives to show what is being done behind the curtain regarding savings and energy efficiency and maximizing efficiency within the budget.)
7. Brandon Sager: Director of Facilities ([manages construction projects, sustainability coordinator, custodian director] Finds importance in getting information out regarding the projects being implemented on campus, and interested in expanding sustainability campus wide.)
8. Bryant Varney: Classroom Support
9. Kristin Beck: Grants and Contracts Office (At the forum to show that potential funding for interests groups such as this, and to show what avenues of funding are available.)
10. Jim Cantrill: Department Head in Communication Studies (Stood on previous sustainability committee at NMU)
11. Jes Thompson: Associate Professor of Public Relations (Was part of a group that helped to create an Office of Sustainability on campus at prior universities.)
12. Donna Becker: Professor in Biology Dept [microbiology, working on sustainable ag certificate]
13. Beth Roberts: Academic Affairs
14. Gina Liverdeen: Admissions
15. Katie Berger Racine: Personal Relations (Our landscape is NOT "Northern Naturally")\
16. Sarah Mittlefehldt, EEGs faculty
17. Rachel Headings, student rep
18. Ella Skrocki, student rep

How can Northern be different from all the other institutions and committees?

Sisu: The concept, from Finland, that is resilience and taking action against all odds and displaying courage in the face of extreme adversity. **Students, Staff & Scholars Instituting a Sustainable University (SISU)**

Introduction of Case Studies: Rachel Headings & Ella Skrocki researching 50 examples

WMU, CMU and MTU have all formalized and institutionalized sustainability on their campus.

- Student Funding for Sustainability, Office (WMU)
- Great Lakes Institute for Sustainable Systems (CMU)
- Sustainable Futures Institute (MTU)

Preliminary Survey Results (546 completed surveys; 982 started)

- General awareness of sustainability initiatives on campus was greater amongst administration and faculty than with staff and students.
- Across all categories, most felt that having a sustainability committee would be valuable, but administrators, faculty, and staff were wary of allocating resources toward an Office of Sustainability

Programs and Initiatives groups would like to see implemented:

Administration:

- Communication Strategies (community outreach on and off campus, mechanism/platform for information)
- Implementation of composting
- Curriculum enhancement regarding graduate programs for sustainability as well as more involvement interdepartmentally

Faculty:

- Alternative Energy Implementation (solar, wind, geo-thermal)
- Landscaping (utilizing green space in most sustainable matter, as well as minimizing chemical usage on lawns)
- Food system improvements including local sourcing and better food services (food production reduction, waste reduction, composting)
- Going paperless across all departments, as well as waste reduction in general.

Staff:

- Enhance energy efficiency initiatives
- Recycling expansion and improvements
- Waste reduction (implementation of reusable containers, going paperless, and food waste reduction across campus)

Responses from the Student Forum: Majority of NMU students saw the potential of using sustainability as a marketing tool, and that sustainability could be a vital tool to increase enrollment. Some expressed concern about green-washing.

Discussion

Funding:

- Jim Cantrill mentions that we do have a need for a sustainability committee, but states that the problem here is that committees within institutions come and go by the people that are involved with them. In the past at NMU, those passionate about the committees trickle out which makes it difficult to sustain a sustainability committee. The reasons we run into problems is a lack of institutionalization. I think that the office must be implemented to show the incredible initiatives happening, and uphold a

website for vital communication. To hire someone on, you can pay them through SAVINGS. If someone is hired on to encourage cutting costs, the officer can be paid through those cost savings.

- Brandon also adds that many universities have done this in a similar method.
- Marty Reinhart makes a counter statement, however, that Steve VandenAvond meant to be self sustaining, but couldn't do it, so he had to pull more money from elsewhere. Therefore money has to be pumped in in some fashion so we need to save money to pour back into it. We need to be weary of the economic aspects of sustainability. We need to be responsible about who we are getting money from. Let's not take big money from extractive industries to fund our programs. We need to be more responsible about getting money just as we should spending our money. How are we supporting big trucks running through campus, ruining our roads? We are a small piece of the larger picture, but if we do not speak to the larger picture, then what are we doing here? We need to be weary of both economic and ecological aspects of sustainability.
- There are \$1 Million dollars available for project and programs. Thus far there has only been one submitted (CAP), according to Jim Cantrill.
 - But the question is brought up regarding if this would be a sustainable method?
- At Jes Thompson's prior university, Rio Tinto donated \$10 million to help the Office of Sustainability, which hindered the method for "we were eating out of the devil's hand". Therefore it's important to be cautious about funding streams.
- Jim Cantrill asks where it is that we can reduce our carbon paw print, and where can we go in regards to low hanging fruit, but also hit big overall impacts.

Greening Campus:

- How can we impact the environment in a positive manner while looking at aesthetics in consideration as well?
From the survey results that Rachel and Ella collected, student comment trends showed "trees, trees TREES" were greatly desired.

Goals for the office:

- Jes mentioned that it would be effective and useful to take some kind of inventory of information regarding turning off the power strip, to the greenhouse, to the university electric bill.
- Sarah Mittlefehldt, with support from Jim Cantrill, points out that many universities have a sustainability plan, with specific benchmarks, that would serve as both a method to measure impacts, but also to show goals for the future.
- Rachel Headings and Ella Skrocki plan to begin to develop contacts with other institutions to gain assistance in guidance in institutionalizing sustainability, for, as Sarah Mittlefehldt mentions, we have the opportunity to learn from other institutions.
- Sarah also mentions that we must connect how operations work as well as what goes on in the classroom. We must use our grounds and operations as a living laboratory for our students as well as faculty and administration.
 - There was an overwhelming number of students (140) that want to be a part of this committee, so we do have the support of the student body. Some feedback was regarding

residence halls (new), and having a living, learning sustainability hall to do different practices on a daily basis.

Jim Cantrill closes by stating that when we talk about a university community, it extends beyond the footprint of Northern Michigan University. You can involve people in the business and the civil community here, for we are currently separated, but shouldn't be.

For any follow-up questions or information, please do not hesitate to contact Dr. Sarah Mittlefehldt (smittlef@nmu.edu), Rachel Headings (rheading22@gmail.com) or Ella Skrocki (eskrocki@nmu.edu). Also, for the full results of the Sustainability Survey along with more discussion regarding institutionalizing sustainability, join us **Friday, April 8th, 9-10am, in Jamrich 1322.**

Meeting Minutes: Sustainability Public Forum
Institutionalizing Sustainability at Northern Michigan University
Friday, April 8th, 2016, 9-10am Jamrich 1322

Introductions & Background

- Sarah Mittlefehldt, new EECS faculty, Ella Skroki, Rachel Headings
- Developed project to help institutionalize sustainability on campus and work on centralizing communication about sustainability initiatives; Rachel designed the survey while Ella worked on outreach and promotions to get the word out via social media, etc. and promote awareness on campus

Presentation of Survey Results and then open it up for feedback about campus sustainability

- Only looked at completed survey data before, this is the full version. 973 started, 573ish completed
- Students were the largest amount of people who completed the survey
- Answers across the departments; variety other than EECS
- Sense that a lot of academic programming in sustainability is coming out of EECS, but there is a lot of room for growth across campus
- People were ambivalent about sustainability as part of the culture at NMU; we'd like to see that change and shift it toward being more a part of our identity
- Basic awareness of sustainability; administration and faculty tended to be more aware (half+), less student and staff awareness
- Differences in uses – self-selected group of people who took the survey
- Majority of admin and staff, less of faculty said they incorporated it into curriculum, students split 50/50
- Set of questions about institutionalizing sustainability on campus
- Biased with survey – did not try to hide this bias; we like sustainability and would like to see more
- Large disagreement amongst administration for dedicating resources toward creating an office of sustainability; large support with students
- Broad support for creating a sustainability committee across demographics
- Important first step to developing sustainability on campus and promoting initiatives across campus
- Would you be interested in serving on a committee?
- Lots of staff and faculty, huge amount of students- reflected in the turnout at the committee meeting, representatives from student groups
- Sustainability, for better or worse, is something that is becoming increasingly institutionalized both in higher education and in business and it is something that is very salient with students
- A lot of the survey was directed towards qualitative comments and feedback on what you would like from this project
- Programs & Initiatives – one of the main desires was the expansion of energy, waste reduction, communication and awareness (esp. important to administration), curriculum and education
- Need for expansion on recycling and waste reduction, expanding through communication
- Greatest demand was need for clean energy and energy efficiency

Additional comments: Negative trends

- Funding, lack of follow-through, one of the greater goals of this committee could be how to strategize on how to make this effort last
- Transparency and communication on all levels, allow opportunities for everyone to be involved on campus

Discussed what is unique about Northern because a lot of universities have sustainability committees
Intriguing concept of SISU, which is this idea of strength; lots of sustainability definitions are switching towards this idea of resiliency, which really reflects this idea of SISU
Email exchanges with President, who is very excited, thinks it would be a good idea to bring proposal to Board of Trustees in July; really important now to establish goals and keep accurate records

Open Discussion:

Evelyn Masaro w/ Campus radio: Idea of committee is common thing, one way to approach is to start with the committee, start with a few goals that have easily measurable results, then present that to administration to get a full-time faculty position towards this; committees are dependent on volunteer time whereas a paid position would have that support and the resources to keep it going; students are supportive which is great b/c they can lead the way on this; present it to the board as we expect down the line to get the money - not now (develop proof) – but later down the line aim towards the resources

Andrew Adamski – grad student with bachelor degree from NMU—Grew up at northern understanding this relationship between students and professors; one of the best things here is having real-world conversations with professors to learn how to do things; lack of a formal way to connect everyone together; how do we make campus a model of sustainability across scales? If we can have a conservative effort that coordinates and communicates the different efforts across campus (biology & soils, native plants areas connect with grounds, etc.) and move forward from there

Completely agree, talk with Esko about LED lights and different things with energy; closing loops is one of those key things that this committee could do

Jes Thompson – professor in CAPS—Easy win for the committee would be to do this inventory of different campus and create a really nice glossy document detailing everything sustainability that is going on on campus and help promote what we are already doing

Evelyn –Leapfrog off of that, have more of these sessions where people can suggest ideas, brainstorm new ideas on what we might all do here on campus together; rather than bite off a lot of projects, prioritize what we want to do first (easy & big impact)

Great idea. One student, Ogden Muehler, for his capstone project is working on a green fund for president where students would pay additional fee to support. President really supportive. Going to student body – ASNMU – to vote this semester; \$5

New person (?) Small-scaled; turning lawns into native plants areas but people lack skill, now is a great time to do that because supported in strategic plan and could be used as a recruitment and promotional tool to teach people skills; for funding, it would be great to contribute \$5 or so, but could also collect returnables and give money to project; could make a thousand bucks a month easily

Alex Svoboda (EEGs student)—Great way to get students involved is to contact student organizations that exists already; bring together representatives and have them be part of the committee; quick way to get a student part; Communication piece is really important, not just across the different segment of our campus but also just amongst students; We will be doing follow-up meetings as well through the process, already been in communication with a lot of the heads of the organizations; there are so many student groups interested that it would be hard to involve everyone, so idea is to have monthly by monthly basis for students then bring that back to larger

Andrew-Possible to have someone from this committee on the master plan committee?

New person (?) –One of the larger issues is not getting in the car so much and encourage more walking, the DDA does a great job cleaning the sidewalks downtown and NMU does a great job, but there are a lot of connector streets that in the winter are difficult and dangerous; any thought towards coordinating with the city to help address some of these issues that affect parts other than our campus

Sarah-Attracted to NMU because of these great partnerships that already exist, and think there is a lot of room for it

Jes-Climate Adaptation Network with city that she sits on; a lot of interest to start connecting with Northern; not focused on any specific tasks, but really interested if NMU brought an idea to them about coordination; really receptive

Lenae Joubert- Professor in Health & Human Performance—Just performed a walking audit on campus about what is great and what needs to be updated; ideas on how to make it a more walkable campus esp. between main campus and the PEIF, talked with facilities about improvements and it's being discussed; could maybe be a goal of the committee; Should also focus on how the committee could be sustainable in and of itself before it begins to tackle some of these larger campus issue

Sarah-Alexa A. did a project on the ZAP program that exists at the University of Minnesota and implementing a similar program here; really interested in those kind of programs – not as interested in organizational stuff- but it is an important step to close loops

Luke –Have we identified gaps on things that we can do to be more sustainable? Measuring food waste, cramming people into one house, etc.

Sarah –One of the big gaps was communication; really like Jes's idea of creating an inventory of current initiatives; that's where I see the first step being

Evelyn –Part of the inventory should be to see what the county and the city are doing and identifying ways to partner

Stephanie – Dining Services—A lot of the things discussed – waste reduction, composting, recycling – is in dining; one of the biggest things is increasing communication to help students be aware of what is already happening because it may be on the website but it's really difficult to spread that to students without in-depth focus groups; could be one of the goals of the committee to help distribute information

Andrew-One key communication way is in the class; find a way to disseminate this information in intro classes and make it more applicable to what is going on what here right now

Stephanie-Directly connects to gap in curriculum, so if faculty was more aware of what is going on it could be more incorporated into classes

Andrew-Usually takes longer in the classes to understand what is going on on campus, so if incorporated into freshman level classes the students could go back to their friends and families and be excited about what is already happening; lead to continuous spiral of recruitment

Sarah-Alex Lindsey in Bio is talking about developing a suite of sustainability certificates, so there is this desire to incorporate it into the curriculum

Student—Every freshman must take freshman seminar, so one way to incorporate it into that course; Lucy Blair coordinates freshman seminar; Gina Lombardini, from admissions, attended committee meeting. Send bullet points to add into campus tour script to help spread awareness; it is updated every year

Rich Eathorne- Professor in EEGs—Being involved with the students is a key part of the survival for the committee, faculty get credit for participating, is there any way to set up some sort of internship for serving on this committee so students get credit? Service learning? And if you stay on the committee students get credit

Stephanie-Connect with A&D and graphic design as intern to help connect with promotion aspect

Eathorne-The model is already there

Sarah-As an academic institution we are here to provide opportunities; students are passionate about this

Kathleen Henry- undergraduate senior—Sustainability is a buzzword and its trendy, and it's a word that can turn people away so it should be required that students who serve on the committee should come from outside of EEGS Department because it should be relevant to students outside of the realm of sustainability

Sarah-Sustainability is about more than greening the campus; Bill McKibben said sustainability is a useless buzzword; but it is becoming something that people are drawn too; why SISU

Ella-Found in the survey that a lot of negativity from respondents was because students felt that sustainability was irrelevant; going back to freshman seminar and ingraining it as this central concept that applies across everything

Evelyn-Business people can see it in money and sustainable business

Kim Smith – business owner, adjunct faculty—Depends on the business owner and how it is communication and marketing, a lot depends on how the message is approached

Student – A&D—A lot of people in this building are thinking about this and getting an internship or credit hours would be ideal, don't know how to get involved, but would like to

Andrew-Bio & EEGS would like to think we're artsy but there's a lack of communication about how to reach out to art departments, but no mechanism to form those connections to collaborate across departments

Evelyn-So this committee could help facilitate some of this

Lenae-Use some online platform to help spread this information to share videos, start with defining by themselves, sustainable as it develops over years

Ella-As a project for sustainability class last year developed the logo that you saw previously to help unify all of the different efforts; difficult as an individual so it would be great in the form of a committee; if anyone has any input or ideas I would love it! www.nmu.edu/sustainablenmu, twitter, facebook, insta

Sarah-Derek Hall has been working with us and we've done a lot, but there is certainly room for more. Next steps: draft a report on what the survey said and meeting minutes and then package it as part of a proposal to bring to the BOT; last effort was part of an AQUIP project and it lasted a year and then kind of disappeared, so hopefully bring this to the BOT and get a university committee; hope that once we have this approval we can hit the ground running and begin to work on some of these things; work on this with the help of you all – draft then ask for feedback from everyone else before bringing it to the board

Diane-Tom Olsen came up with the idea to turn off parking lights when no one is using them and it helped to save a lot of money

Eathorne-When report does go to the board, in every other sentence there should be the phrase “for the students” because how can you be against the students? This is an opportunity for students to work with other students in other areas and other disciplines; proposing this report as a vehicle for students to interact with other students would be most effective

Stephanie-You've seen a great response from the students; it's a trend with the students to ask critical questions, and the students coming up are going to want to know too, so this is almost preparing northern for the upcoming students on how to inform and distribute information b/c then they can feel more connected, have a better understanding, and know where to get answers to these questions

Sarah-Great enrollment initiative

Business owner-Have to look at business standing and demographics, look at what is the interest of our younger citizens? And if we listen, this interest is this. This is what is important to that demographic, so for marketing we have to embrace this. How can you not when you are marketing directly to this?

Sarah-Growing demand for this in students across nations

Lenea-Is Sarah as point person for this? What do you want from us other than feedback?

Sarah-Yes, you can send people to me. A lot of people who want to be involved, but have to identify key people on who will really be involved. Then after the report, get to the fun part about what we can actually do

Andrew-One important thing would be a list of the different benefits of this to the departments, so if each department put together a short list of how they wanted to be involved, what they would like to see

Sarah-An appendix with a statement from each department about what they would like to see

Kim-What is the total number of departments across campus? The strength in this would be the interdepartmental coordination; opportunity for each department to have representation – not just academic; present it as an opportunity to be involved either faculty or staff that was it isn't dominated by one area



3