

Quinnipiac University Campus Culture Report

Quinnipiac University
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EXECUTIVE SUMMARY

Quinnipiac University (“QU”) engaged Resonate to review and assess the current student body culture at QU as it relates to sustainability. We conducted a series of meetings with various QU stakeholder groups. We had conversations with leaders of student groups to discuss their perceptions of what role, if any, sustainability plays in defining the culture of QU. We discussed perceived attitudes displayed by QU students toward a number of sustainability-related issues. We developed a student survey to gather data about prevailing attitudes, levels of knowledge about sustainability, and whether those attitudes and awareness correlate to how students behave in their daily lives. We also examined how other colleges and universities, notably those within QU’s identified “Peers/Aspirants” group, use sustainability to engage their students in a wide variety of programs and activities.

Our research and analysis reveal that the QU student body is viewed, by students and faculty alike, as intelligent, but generally unaware of and unengaged with sustainability. Our survey, however, suggests that while uninformed about a number of issues (including, notably, QU’s own successful efforts to “green” its campus), the students have a relatively high degree of awareness about several important aspects of sustainability. The survey does bear out the view that students are not engaged in sustainability. We note that being unengaged can often be the product of nobody and nothing actively engaging the students. Our research shows that the students do want to be engaged, to be involved in sustainability programs, but do not know how or where to begin. They want the university to provide information, programming, and impetus that can begin to change behavior on campus and create more of a culture of sustainability.

Co-curricular sustainability programs often generate interest and enthusiasm among students, who are naturally attracted to these important issues of their world. If QU desires to develop and promote more sustainability-oriented programming and engage students in activities around these issues, our key recommendations are:

- Begin by providing information to existing student groups about successful sustainability programs that students on other campuses have developed. We have attached to this report several lists containing examples of these programs.
- Train student volunteers to become peer-to-peer educators as a proven, effective way to increase sustainability knowledge and awareness across the campus.
- Provide sustainability education at the very start of an entering student’s campus life (i.e., at orientation) and reinforce throughout a student’s time at QU.
- Address some of the problems noted by all QU meeting participants around recycling failure by developing programming that focuses on recycling education and the connected themes of consumption and waste. Recycling and its related issues are highly visible, generally appeal to students, and could go a long way toward changing negative-impact behaviors on campus.

We submit this report detailing our approach to this work, our findings, and our recommendations of ways to integrate sustainability into the QU campus student culture.



I. INTRODUCTION

Building a campus culture that embraces and defines itself by sustainability values can benefit colleges and universities in multiple ways. Issues associated with sustainability address the greatest challenges the world faces in the 21st century. Today's college students are keenly aware that their lives will be impacted and shaped by these challenges. Because of this, colleges and universities that provide means by which students can connect to these issues – and through them, to each other – have discovered significant enthusiasm and engagement among the students that emerges from these connections.¹ In addition, through activities associated with sustainability, students learn important lessons of collaborative problem-solving, relationship building with and among diverse groups, and the importance of contributing to improving life for many not as privileged as most American college students.

Integrating sustainability values into the cultural fabric of an institution can lead to a shift away from values that are perceived as largely negative (self-absorption, entitlement and apathy) to one identified with positive values (ethical grounding, a sense of gratitude, and connections outside the self). This change can create a more enthusiastic, energized, and engaged student body. And because sustainability emphasizes taking positive action to solving daunting challenges the world faces, it can provide an essential balance to an otherwise potentially overwhelming and frightening depiction of global doom.

We refer to an institution's "culture" as the common values and shared behavioural norms of the people who comprise the institution at any given time. Values that the students live by are expressed through prevailing student attitudes. Students demonstrate behavioral norms when engaged in activities and programs. The strength of an institution's desired value or norm is determined by the ability of a value or norm to bind and cause members of the community to conform. In the arena of higher education, values and norms tend to revolve around and define the entire educational experience, in the classroom and in co-curricular activities. It is in the co-curricular area in particular, including organized student groups and unofficial student activities, where students' perception of and adherence to the institution's proffered values and norms are most tested and become evident.

As expressed in a New York Times educational project,

[A] campus culture is a powerful source of socialization that reinforces what students learn in their courses and extra-curricular activities. Students are socialized through their perception of the institution's norms, including peer norms, and their habitual participation in routine practices and communal events.²

In this review, we have looked at whether the values and behaviors reflected across the QU campus embrace sustainability. We note that a number of the concepts that define sustainability are already enshrined in QU's institutional identity. QU's 2013-2015 Strategic Plan lists among its institutional goals and objectives the encouragement of a strong sense of community (on campus as well as with the local surrounding community), responsible citizenship (locally, nationally, and globally), and service to others. These concepts are firmly rooted in sustainability. Without necessarily articulating it as such, QU has an institutional value system that incorporates some key sustainability values. The question is, do those values manifest themselves in student attitudes and behaviors? We measured (1) student attitudes about and behaviors regarding the issues that comprise sustainability and (2) student engagement in co-curricular sustainability activities and issues. Understanding these two elements, attitudes and engagement, is foundational to the design and success of a sustainability program for QU.

¹Coy, A, Farrell, A, et al. (March, 2013). Commitment to the environment and student support for "green" campus initiatives. *Journal of Environmental Studies and Sciences*. 3:1 (49-55).

²Colby, A, Erlilch, T, Beaumont, E & Stephens, J. "Educating Citizens: The American Democracy Project for Civic Engagement," American Association of State Colleges and Universities, NYT Knowledge Network, September 21, 2007.



II. METHODOLOGY

Resonate first conducted a high level inventory of the campus organizations to identify those that appear to focus on one or more dimensions of sustainability. We spoke with representatives of several student organizations, as well as some of their advisors. Based on those discussions, we looked for opportunities to engage existing student groups in sustainability and potentially create opportunities for students to organize and express themselves around one or more of sustainability's themes and values.

We then worked with members of the QU Sustainability Steering Committee to develop a survey to assess students' knowledge of sustainability, as well as their attitudes towards and behaviors around key sustainability concepts (the "Student Survey"). Students demonstrated their attitudes and values by responding to questions about their commitment to taking various sustainability-related actions in their own lives, whether on or off campus. We designed the survey in part to help identify opportunities for sustainability-focused activities. In all, 279 students responded to the survey. The survey and the report of the survey results are found in **Appendix A**.

We also reviewed currently publicly available information on student activities in sustainability programs at a number of other institutions, including QU's Peers/Aspirants. We looked at what colleges and universities with robust and engaging sustainability co-curricular programs are doing to provide some concrete examples of student programs, activities, and events that help to create engagement and enthusiasm around sustainability.

Finally, in addition to third-party research, we met with various groups of QU student, faculty, administrator, and staff stakeholders to discuss views and perceptions of campus attitudes and behaviors about sustainability. A copy of our notes from meetings with various stakeholder groups is attached as **Appendix B**.



III. OBSERVATIONS & FINDINGS

During the conversations we had with diverse groups, we heard repeatedly that the students are not engaged at all in sustainability issues. Observations regarding their level of knowledge, their attitudes, and their behaviors can be reduced, at the risk of overgeneralization, to the following three: They don't know. They don't care. They don't do.

We'll look at each of these and examine whether our investigations find them to be accurate, or not. Then we report on our exploration of existing student organizations and how they might fit into efforts to bring more sustainability programming to QU.

A. Students' Awareness of Sustainability Issues: "They don't know."

Throughout our conversations with multiple stakeholder groups, we often heard frustration expressed at the lack of discernable student enthusiasm for or interest in sustainability issues, and the students were often characterized as uninformed. "They just don't know much about these issues," was a phrase we heard several times, while others decried what they saw as a culture of apathy or entitlement.

Findings from the Student Survey:

1. Awareness of Sustainability Issues Generally

The results of the Student Survey showed that many, and in some cases, most students understand the breadth of sustainability issues, beyond environmental concerns, as well as their inherent inter-connected nature. Nearly all

(93%) believe that sustainability (a) focuses on balancing environmental health with economic and social well-being and (b) is concerned about the needs of future generations (92%). These concepts are at the heart of sustainability, and the Student Survey respondents overwhelmingly demonstrated an appreciation and understanding of balancing and equity considerations that define sustainability.

Several questions specifically explored students' ability to connect large global events to possible local impacts. This helps gauge students' understanding of the issues, and their ability to see how these challenges might impact their lives. Of the list presented, the students overwhelmingly chose climate change (67%), wealth and income disparity (65%), and poverty (61%) as the issues most likely to have a local impact. This is not only attributable to the extensive media coverage these issues receive, but it also is a reflection of students' perception that these are the challenges that are likely to effect the nature and quality of their, and their children's lives. Students showed some ability to associate mitigation of climate change impacts to specific local activities: a full 79% agreed that buying goods and services from local, independent providers reduces greenhouse gas emissions, demonstrating an appreciation for the greenhouse gas emissions associated with large-scale transport of consumer goods.

4. Which of the following global issues do you think have or will have a LOCAL impact? Select all that apply

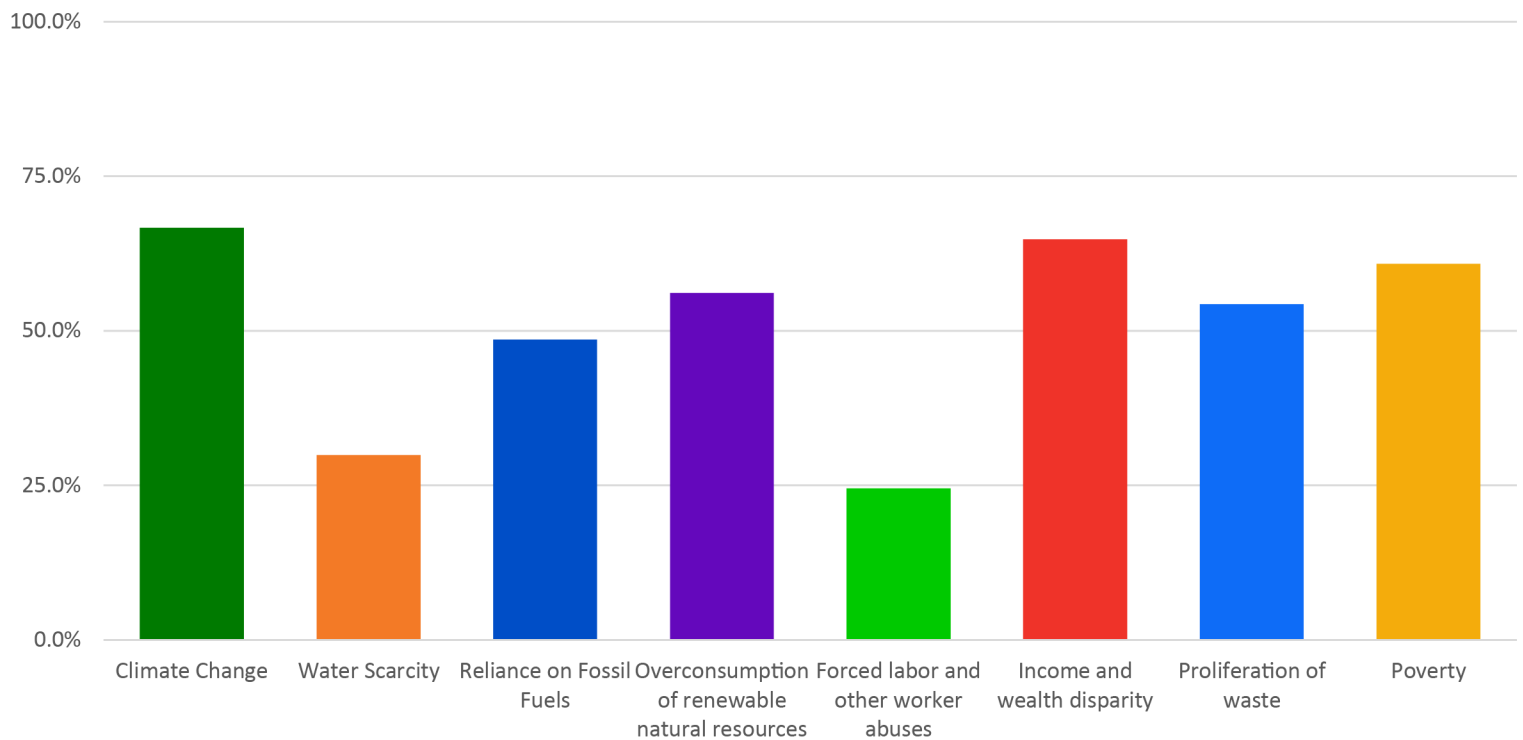


Figure 1: Question 4 of the Student Survey

Other issues which a majority of students identified as likely to have a local impact include the connected issues of consumption and waste. Specifically, students identified “overconsumption of renewable natural resources” (56%) and “proliferation of waste” (54%) as having a local impact. These results indicate that students are aware of the continuing challenges associated with current patterns of consumption and waste, and represent an opportunity for QU to turn that awareness and interest into a driving force that students can connect to and rally around. Consumption and waste are highly visible issues that are often used to generate interest and enthusiasm among students for sustainability programs and activities.

The Student Survey did show that students' awareness of the deeper levels of the economic aspects of sustainability was somewhat limited. For example, the Student Survey examined their ability to identify certain negative externalities associated with current practices of production and pricing of consumer goods. When asked what is included in the

price of a plastic bottle of soda, 84% identified the cost of the raw materials and natural resources used in producing it, while far fewer were able to connect it to the costs associated with disposal. In particular, only 41% understood that the five-cent recycling refund, when not collected, goes to the theoretical costs of addressing the environmental damage of not recycling the bottle. Just 31% were able to identify the externalized costs of protecting and maintaining the natural resources that are depleted in order to produce the product (e.g., water to grow sugar cane). Given that students have otherwise shown a high degree of awareness of the importance of reducing or eliminating waste as a cultural imperative, these results show the potential for education to help students develop deeper knowledge, and connect it to behavior, regarding consumption and waste issues. The critical thinking aspect of the consumption-waste cycle could readily be combined with programming to improve recycling at QU.

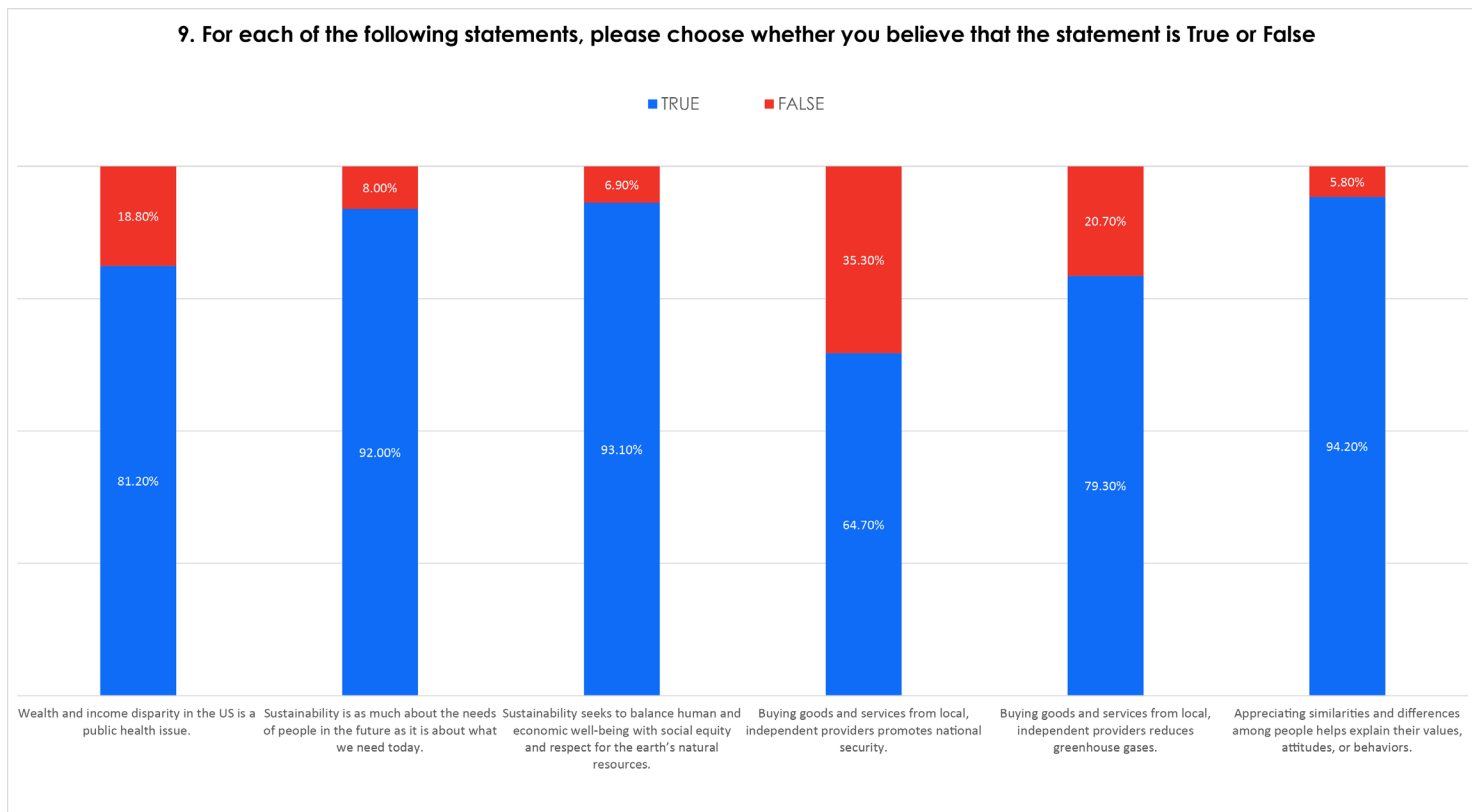


Figure 2: Question 9 of the Student Survey

The Student Survey also examined the outer limits of students' ability to understand and link several issues. Most students (65%) agreed that buying goods and services from local, independent providers promotes national security. The conceptual connections between local purchasing and national security (for example in the area of food production) are not obvious and require higher-level contextual thought to connect. Similarly, 81% agreed that wealth and income disparity is a public health issue. Here too, connecting these issues requires an ability to see the relationship between economic well-being and health, and the results indicate an ability among most students to recognize these connections.

The Student Survey results tend to refute the view that students, as a general matter, are largely uninformed about sustainability in general. They appear to understand the broad-based dimensions of sustainability, as well as the inherent ethical limitations it requires. This is a foundation that can be strengthened and built upon through curricular offerings as well as co-curricular programming and activities. And as students gain an increasingly sophisticated understanding of sustainability and the many issues that connect to it, they will seek effective outlets to organize and take action, which will, in turn, generate further interest and enthusiasm among the student body as a whole.

2. Awareness of Sustainability at QU

While students demonstrated a relatively high degree of awareness about sustainability issues in general, the Student Survey results also indicate that they know almost nothing about the ways that QU has been pursuing sustainability

in its operations across the campus. The Student Survey listed a number of QU's sustainability achievements in recent years, and asked students about their awareness of each and how each connects to sustainability. The results show an overwhelming lack of awareness and understanding. With the single exception of the QU Farmers Market, the majority of students answered, "I've never heard of this" to every other successful initiative.³

In the context of building student interest and engagement in sustainability issues, it seems apparent that information about sustainability issues generally, including what the university is doing, must be made more accessible to the students. Uninformed students cannot easily engage. As institutional stakeholders, students cannot participate in the process of moving the university forward without access to the information that describes and measures progress. They need to understand the challenges and the obstacles as well as the achievements. In response to this Student Survey question, one student commented: "These all sound cool and amazing, but I've just never heard of them."

Students at other campuses are naturally drawn to the types of "campus greening" projects QU has done. They are visible examples of how the institution has reduced its environmental impacts. There is much students can learn from what their own college or university is doing to address pressing environmental issues. This is an opportunity for educating students that QU needs to take fuller advantage of.

B. Students' Attitudes About Sustainability: "They don't care."

During our conversations at QU, we sometimes heard students characterized as uninformed and unengaged. A related perception that we heard is that the student body generally suffers from an attitude of entitlement. We heard several examples of students being unwilling to perform small feats of conservation, such as turning off lights when leaving a room (because "I pay \$50,000 to go here, so I can leave the lights on if I want"). Certainly, this attitude is not unique to QU – media coverage of the "millennial generation" entitlement attitude is pervasive. QU students do not seem significantly different in this regard from many of their cohorts on campuses across the country. On campuses that have embraced sustainability as a guiding principal, however, this attitude appears to be less pervasive.⁴ This is likely the by-product of a sensibility that emphasizes the value of appreciating and caring about and for things outside the tightly-circumscribed universe of the "self."

Findings from the Student Survey:

A majority of the QU students (64%) agreed that, "Most QU students are not really concerned about sustainability issues." Only 16% disagreed with that assessment. This result is underscored by what we were told about how the existing organizations that focus on the environmental issues associated with sustainability are struggling to attract students to their events (see discussion of SEA below). However, this does not tell a complete story. It reflects primarily the absence of a comprehensive and integrated structure around sustainability in campus programming. The reality is that students do want to become involved in sustainability. The Student Survey results show that a majority of students (55%) are willing to get involved in that effort (agreeing with the statement, "I would like to become involved in sustainability projects or events on campus"). Students clearly want to be involved, but they don't know how to engage or where to begin.

This is the same conclusion we reached after our conversations with student leaders from organizations across the campus. Many of these student leaders (including leaders from student government and Greek organizations, among others) admitted that while they didn't know much about sustainability, they were intrigued by the breadth of programming possibilities it presents, interested "doing something," and eager for guidance on how to get involved.

³These projects include some notable achievements, including QU's first-place finish in EPA's Green Power Challenge (attributable to QU's 100% renewable energy purchasing); the energy dashboards that students can access to obtain real-time information about energy usage in all campus buildings; the green roof at the Rocky Top Student Center at York Hill, and the "Bobcat Bulb Swap" available to students.

⁴Erickson, C. Student Sustainability Educators: A Guide to Creating and Maintaining an Eco-Rep Program on Your Campus (2012). The Association for the Advancement of Sustainability in Higher Education, available at <http://www.aashe.org/resources/aashe-partnered-publications> (accessed April 23, 2013) Association of State Colleges and Universities, NYT Knowledge Network, September 21, 2007.

7. Do you agree or disagree with each of the following:

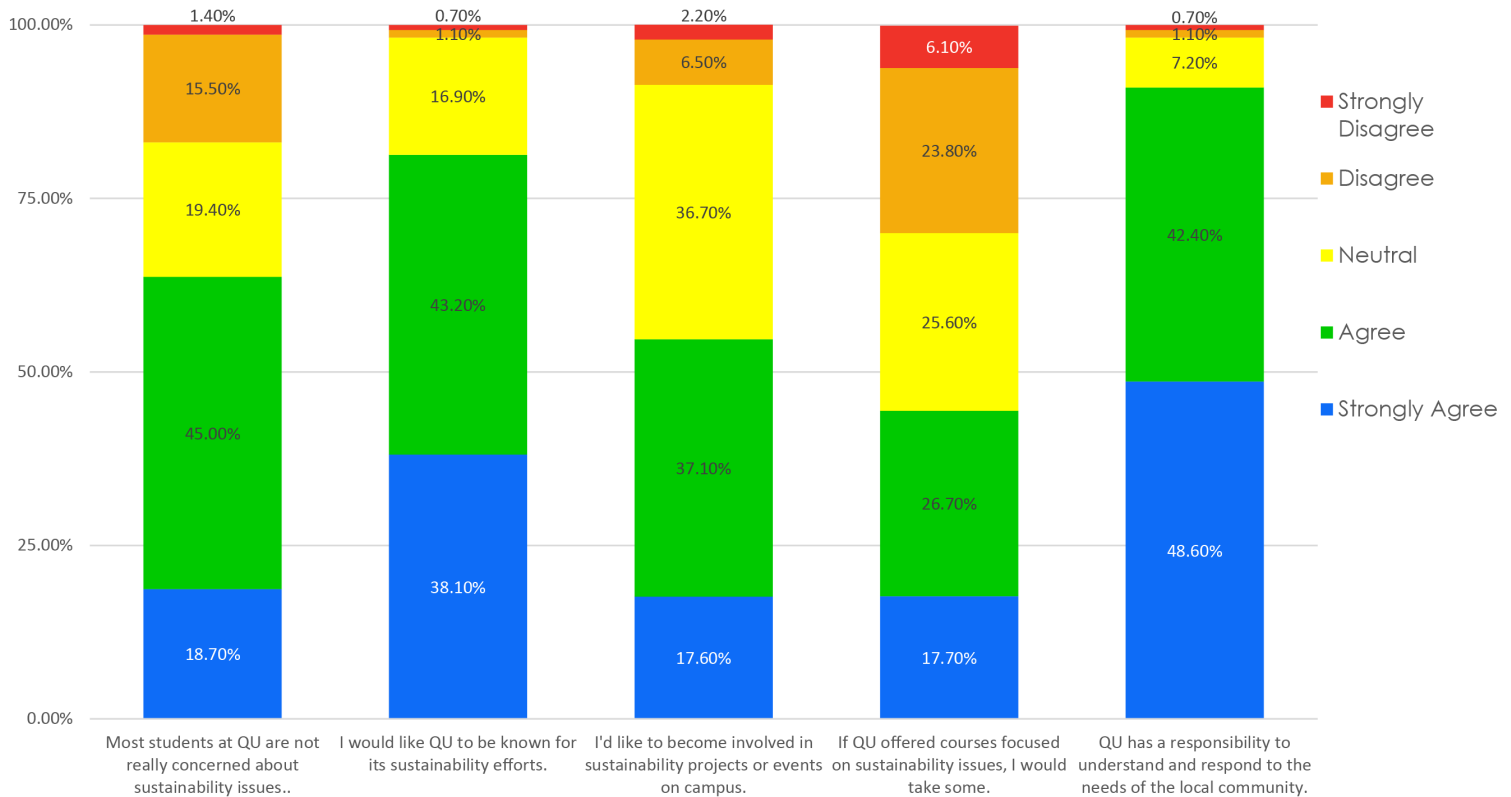


Figure 3: Question 7 of the Student Survey

The Student Survey found similar results in the students' assessment of "How is QU Doing" with respect to some primary sustainability issues. Unsurprisingly, only 27% rate QU's efforts to provide education about sustainability issues as "Very Good" or "Good." Slightly more (30%) rated those efforts as "Poor" or "Very Poor," while 42% gave QU a rating of "Fair." The results were better on the energy initiatives. Just over half (51%) rated energy conservation and use of renewable energy as "Very Good" or "Good," suggesting that communications about QU's significant and progressive efforts are reaching only about half of the students.⁵

To address the gaps between what students see or know, what they would like, and how they behave, QU should provide the information and the support that students need to understand and engage in these issues. In this area, student-to-student peer education is the most effective approach to providing education for engagement (for details on using peer-to-peer education, see **Recommendation 2** below).

We note, however, that at least one significant obstacle exists to initiating co-curricular sustainability educational programming. QU's daily campus schedule is packed, with regular programming running from 8:00 am to 9:00 pm. With no "Common Hour" or similar time dedicated to campus-wide engagement in issues of interest, it has been, and will continue to be a challenge to organize programs and events that students can fit into their already crammed schedules.

C. Student Patterns of Behavior: "They don't do."

Throughout our conversations with various QU stakeholders, we heard repeated expressions of disappointment and frustration with student behavior regarding most sustainability issues. The most commonly expressed views

⁵For a more complete list of sustainability achievements related to operations, see our notes from our meeting with members of the QU Facilities Department attached as **Appendix G**.

focused on the lack of a recycling ethic among students. “They don’t recycle at all,” and “In the dining hall, they throw everything away” were views commonly expressed. Students themselves expressed these views about their fellow students.

Findings from the Student Survey:

The Student Survey inquired into whether the awareness of sustainability issues translated into student behavior. By identifying disconnects between understanding and behavior, one can more effectively design programming to bridge the gap. QU could also design this type of programming to support and test various ELOs such as those related to critical thinking and reasoning, responsible citizenship, and information fluency.

To some degree, students appear to understand the need for energy conservation and are willing to change some of their behavior where they perceive a connection between the two. For example, as noted above, 67% believe that climate change poses a local threat, and 76% say that they “always” or “often” turn out lights when they leave a room for more than just a few minutes. A further 13% “sometimes” turn out the lights. Only 2% “never” do so. And nearly 65% say that they “always” or “often” adjust their computer settings to go to standby after just five minutes of inactivity; only 13% “never” do.

It is worth noting that the message of conserving energy by turning out lights and adjusting laptop settings is often repeated, well known, and easy to execute. When the behavior required is slightly more demanding, the results are different. Thirty-three percent (33%) report that they “never” unplug their chargers when not in use (unaware of the significant energy drain represented by such “phantom energy use”) and even more (42%) “never” limit their showers to 5 minutes of less (perhaps unaware of the energy consumption associated with heating water and the broader social benefits of conserving water even though not a current local resource constraint). Because these concepts are not as clear as “lights = energy consumption,” and because they require more than a mere switch flick or setting adjustment, they may be more the product of lack of awareness, coupled with disinclination to exert effort, when the impact is not clear and connected to behavior.

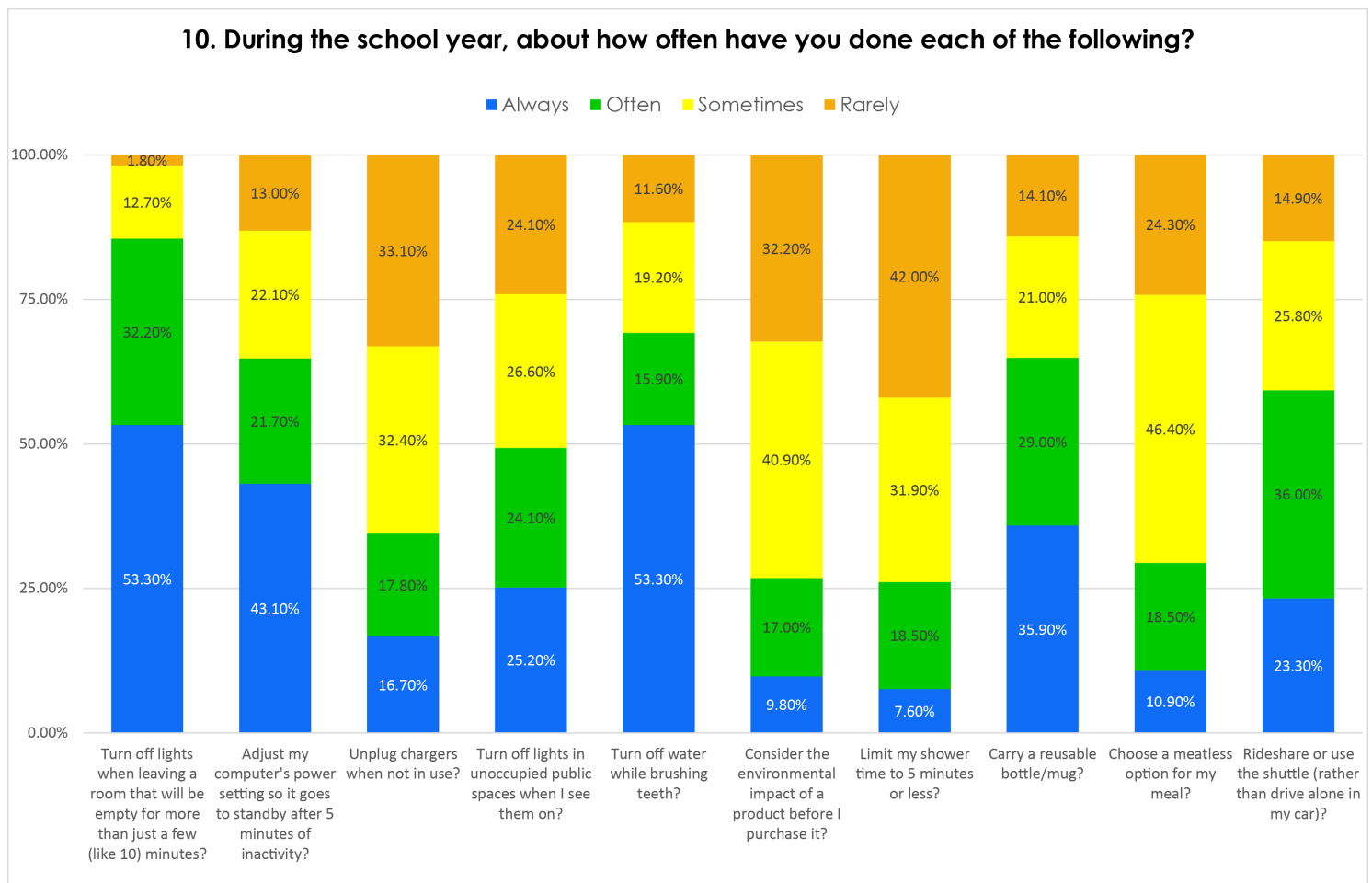


Figure 4: Question 10 of the Student Survey

Students' strong interest in getting involved in sustainability activities on campus was supported by their acknowledgement of having already spent a significant amount of time in volunteer community service. The Student Survey asked about how many hours students spend in projects that improve environmental quality, social justice, and/or economic development of the local community. We removed those that were less than five hours annually to eliminate those who just participate in the Big Event, and found that as an annual average, students spend eighteen (18) hours in community service activities.

It is not unique to QU's students or students in general that they are unwilling to embrace sustainability values when doing so requires an uncomfortable shift from settled personal norms. When effort or sacrifice is called for, students are not very different from the rest of the population. Changing behavior is difficult for all institutions, in all populations. Successful efforts to change ingrained, self-centered behaviors generally require a sustained effort, clear messaging, and ultimately the establishment of new behavioral norms. And change efforts always start with education, the most effective being peer-to-peer (see **Recommendation 2** below).

D. Organized Student Groups

A list of all student organizations and recognized groups can be found at **Appendix C**. We have color-coded it to identify the groups that we think can play an active role in bringing co-curricular sustainability programming to QU. The latter groups are discussed below.

Students for Environmental Action (SEA), highlighted in green, is the only organization that is engaged in environmentally-related activities. SEA organizes a number of events on campus, notably the annual dormitory energy conservation campaign and contest, "Do It in the Dark". According to figures kept by the group's leaders, SEA has experienced significant growth over the past several years. During the 2011-2012 year, it had only 5 – 6 active members. By 2012-2013, this number had increased to 10 – 15. For the 2013-2014 academic year, the group counts has than 20 regular, active members.

Despite this growth, many of the activities SEA plans are poorly attended. SEA students expressed frustration with getting other students on campus engaged in their activities. Explanations ranged from "they're too busy," to "they're not interested," but all organizers of student programming traditionally confront these challenges. SEA representatives questioned the effectiveness of their communications and their ability to develop attractive, engaging activities to draw other students in. While individual leadership abilities may partly explain the problems within this group, a new and broader campus focus on sustainability may stimulate some creativity around programming among these leaders.

Service organizations are displayed in purple. Some of these groups engage on topics that have a close connection to various sustainability issues, most notably Habitat for Humanity and QU's The Big Event. Sustainability awareness and activities could readily increase if those connections were made apparent. Without appreciably changing their missions, these groups could alter their programming slightly to include not just environmental impacts, but economic and social as well, and emerge as sustainability-oriented organizations.

Groups with a **professional development and economic or financial** focus are displayed in orange. These groups could be a source of programming on the economic and/or social dimensions of sustainability, as these are issues that are likely to confront young professionals as the start their careers.

Groups with an interest in **cultural diversity** are displayed in blue. Cultural diversity is not only enshrined in QU's institutional identity; it is an expressed value of sustainability. It is unclear whether these groups' activities focus on creating bonds among their members or are designed to create connections to the larger student body. But they could offer activities and events that emphasize the benefits of appreciating cultural diversity. The Student Survey evidences an awareness of the value of diversity: nearly every student (94%) agreed on the value of appreciating similarities and differences among people. QU could use activities and events that draw on that appreciation for several purposes. Such activities and events could connect students across multiple disciplines. They could also be designed to support and test ELOs such as diversity awareness and sensitivity and social intelligence, as well as provide co-curricular support for objectives under the IMaGinE strategy.

Engaging programs that take advantage of students' interest in and enthusiasm for making the world a healthier, cleaner, more liveable, and more just place (from one's campus, to one's community, to the globe) have the power to draw in and connect students. Students are interested in these issues. Interest in and activity around sustainability are highest where educated, engaged, and empowered students create and use sustainability programs to engage peers and create attitudes and norms that influence and in some cases define the culture on their campuses. Providing students varied opportunities for hands-on experiences that draw on what they learn in classrooms and apply it to results-oriented projects deepens their understanding of core principles of sustainability. It also provides opportunities to develop practical, experience-based skills that employers will value as these students move into the workforce.

IV. RECOMMENDATIONS

Based on the results of the Student Survey, our conversations with QU stakeholders, and our research into effective sustainability programming at other colleges and universities, we believe that QU would benefit from greater student engagement in co-curricular sustainability programs and activities. Sustainability programs and activities can lead to increased levels of student engagement. They are high-impact and “cutting edge” in nature, focusing on some of the most significant challenges of our time. They support other important QU objectives, namely, various ELOs and IMaGinE.

Our recommendations represent a foundation for a cultural change at QU, moving toward creating a “culture of sustainability” on its campus. The interest and enthusiasm that students bring to engaging sustainability initiatives will fuel programmatic persistence and, ultimately, success. Energetic and engaged students are the clean and renewable energy of a positive and exciting campus culture.

Each recommendation will be discussed in more detail below.

1. Support existing and new student organizations in activities that explore environmental, economic, and social issues and connect those issues to campus life.
2. Develop an “Eco-Rep” program.
3. Use the related themes of consumption and waste as an initial focal point for supported sustainability co-curricular programming.
4. Educate all entering students during new student orientation about QU's sustainability programs, and, in particular, about how various student organizations focus on sustainability issues.

Recommendation 1: Support existing and new student organizations in activities that explore environmental, economic, and social issues and connect those issues to campus life.

- Help existing organizations think “outside the box” about their mission and values and discover ways to include in their programming sustainability concepts such as environmental health, social justice, poverty alleviation, human rights, and on-going community connection and service. Many of the existing groups on campus already include programming that appears to touch on at least some of these issues. They should be educated on how to connect relevant sustainability issues to their daily lives. All groups can be encouraged to find innovative ways to include sustainability concepts where appropriate to their organizational mission.

- Provide them with examples of what students on other campuses have done to connect sustainability to students' interests and experiences across their campuses. Appendix D-1 is a list of examples of the kinds of programs and activities that student-led sustainability groups have organized on many campuses. Use this list to inspire and reinvigorate students to initiate programming beyond what they have historically been doing, and to generate enthusiasm, not only among group members, but students across the QU campus.
- Encourage the creation of new groups that focus on or incorporate sustainability. Student groups that connect to sustainability have taken a variety of innovative forms. Many of these do not use the term "sustainability" in their organizational name, but address a variety of issues that comprise sustainability concepts and values. This is an important feature of the shift to a culture of sustainability, as students should begin to think about sustainability in its broadest sense. The Association for the Advancement of Sustainability in Higher Education ("AASHE") provides an instructive list as part of the Sustainability Tracking, Assessment and Reporting System ("STARS") of the following categories of student groups as examples of the kinds groups and activities that qualify for STARS credit:
 - Student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g., cafés through which students gain sustainable business skills)
 - Sustainable investment funds, green revolving funds, or sustainable microfinance initiatives through which students can develop socially, environmentally, and fiscally responsible investment and financial skills
 - Conferences, speaker series, symposia, or similar events related to sustainability that have students as the intended audience
 - Cultural arts events, installations, or performances related to sustainability that have students as the intended audience
 - Wilderness or outdoors programs (e.g., organized hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles
 - Sustainability-related themes chosen for themed semesters, years, or first-year experience (e.g., choosing a sustainability-related book for common reading)

Appendix D-2 contains a list of organizations that have been organized on campuses across the U.S. in the past several years that address various aspects of sustainability.

Recommendation 2: Develop an "Eco-Rep" program.

STARS includes a credit for establishing a peer-to-peer co-curricular education outreach program, commonly referred to as an "Eco-Rep" program. Dozens of Eco-Rep programs have sprung up on campuses across the nation. Eco-Rep programs are the most common programmatic innovation at the intersection of student engagement and sustainability. When AASHE surveyed this credit area in 2012, it found more than 60 active Eco-Rep programs across U.S. campuses. Just two years later, there are now more than 80 programs.

While Eco-Rep programs vary, they share certain common characteristics. Eco-Reps are institutionally created and administered. They require institutional staff involvement. All Eco-Rep groups use peer-to-peer education techniques, based on the proven effectiveness of peer education. And this is an important point: these programs are essentially educational in nature, designed to raise knowledge and awareness of sustainability issues.

Many Eco-Rep programs focus on exemplary sustainable living practices. To accomplish this, many operate within the institution's residential housing structure. A common approach to the program involves training existing Residential Assistants to be Eco-Reps and to interact with the residents of the housing unit they oversee. The several QU Residential Assistants with whom we spoke were interested in learning how to incorporate sustainability into residential life.

We are providing two resources to assist QU in determining whether and how to create an effective and efficient Eco-Rep program. First, **Appendix E** contains a listing drawn from several STARS Reports of some of these programs and their programmatic descriptions. This list provides a comprehensive look at the various ways that institutions are creating and using these programs. Second, **Appendix F** contains an AASHE-developed “Guide to Creating an Eco-Rep Program on Your Campus.” This guide would greatly facilitate QU’s implementation of a new Eco-Rep program.

Recommendation 3: Use the related themes of consumption and waste as an initial focal point for supported sustainability co-curricular programming.

To embed sustainability into campus culture, use activities that require behavioral change to conform to and model sustainability concepts. Creating new social norms around high visibility sustainability activities such those relating to consumption and waste provides ample opportunity to educate about sustainability world issues with concrete connections to every-day student behaviors. Given the consistent voice we heard for a better recycling program at QU, focusing on improving and expanding recycling at QU would be a good place to start using sustainability concepts to enhance and improve campus culture.

Recommendation 4: Educate all entering students during new student orientation about QU’s sustainability programs, and, in particular, about how various student organizations focus on sustainability issues.

Every campus sustainability practitioner will say the same thing: effective student engagement strategies start the day a student sets foot on the campus. It is critical that the message about the institution’s commitment to sustainability as a cultural and institutional value be communicated clearly from the start. Activities that are part of the orientation process also provide models for student behavior and encourage new students to develop positive habits.

Some examples from national leaders illustrating the various approaches to incorporating sustainability into new student orientation include:

- American University – AU begins educating students about sustainability as soon as they arrive on campus. There is a table during orientation to provide incoming students with information about sustainability activities at AU and how to participate. The Office of New Student Programs (NSP) makes AU’s commitment to sustainability visible to new students in a variety of ways. NSP distributes a USB drive containing orientation materials and highlights that these were previously provided as printed fliers and brochures. They collect orientation name badge holders for reuse. NSP has also partnered with Whole Foods Market to provide incoming students with reusable grocery bags.
- Arizona State University - Recycling is prominent and available for plates, cups, and eating utensils at orientation lunch. Students receive reusable grocery-type bags to encourage limiting waste. Students are also provided with re-useable lanyards that they can reuse (or return to be used again).
- Bard College - Orientation includes a variety of sustainability activities such as sustainability-related film screenings, a guided bike trip to the nearest village, and a farmers' market.

- Duke University - Orientation materials distributed to incoming freshmen incorporate information on how to move-in and furnish dorm rooms sustainably. Two of the new-student orientation activities focus on sustainability and waste reduction. Reusable bottles are distributed to all incoming students and they are encouraged to bring these bottles to all events. Duke's Office of Sustainability and Duke Recycles collaborate to throw a zero-waste picnic, in which all materials distributed are either recyclable or compostable. At the picnic, volunteers educate students about the importance of waste reduction and Duke's efforts to compost dining waste on campus.
- U Mass Amherst – The Eco-Rep Program and the Sustainability Initiative are both present at New Student Orientation. Both groups have time with the new students to talk to them about sustainability and how they can get involved on campus.

These are just a few examples of the many ways that institutions provide engaging, effective sustainability education through student orientation. Many more examples are available through the AASHE website (www.ashee.org).

Resonate's investigation into the nature of QU's sustainability campus culture reveals both risks and opportunities for QU. Students as a whole appear to be unengaged in learning about and taking action on the critical challenges and issues that sustainability addresses. This situation, if left in its current condition, could ultimately lead to a predominant attitude of apathy. This would not serve QU or its students well. However, our research also indicates the potential for change. We found a fairly high level of general knowledge about and expressed interest in sustainability topics. This attitude presently has little opportunity to develop into the enthusiasm and passion for sustainability that is present on other campuses. It should be carefully cultivated, through a sustained effort involving education, communication, and high-impact, high-visibility programming. In this way, interest and engagement in sustainability can be grown and eventually create a different predominant attitude - a "Culture of Sustainability" at QU.

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Appendix A:

Student Survey

A-1: Student Sustainability Survey

Student Sustainability Survey



We are doing a short, totally anonymous survey to gather information that will help QU shape its sustainability efforts and programs in the future. Please take the survey. It should take no more than 10 minutes for you to answer 12 questions. We've included comment boxes for most questions, so please let us know if you have any feedback, suggestions, or other comments. Again, thanks for your help!

1. Are you a: *

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Graduate/Professional student
- ☐ Other

2. In which academic school(s) or college(s) are you pursuing your degree(s)? *

- ☐ College of Arts & Sciences
- ☐ School of Business & Engineering
- ☐ School of Communications
- ☐ School of Health Sciences
- ☐ School of Nursing
- ☐ School of Education

3. Where do you live? *

- ☐ On campus
- ☐ Off campus

4. Which of the following global issues do you think have or will have a LOCAL impact? Select all that apply.

- ☐ Climate change
- ☐ Water scarcity
- ☐ Reliance on fossil fuels
- ☐ Overconsumption of renewable natural resources
- ☐ Forced labor and other worker abuses
- ☐ Income and wealth disparity
- ☐ Proliferation of waste
- ☐ Poverty

Comments

5. Each of the following QU projects has an important sustainability purpose. Do you understand what that purpose is?

	Yes, I've heard of this AND I understand the sustainability purpose of the project.	Yes, I've heard of this BUT I don't understand the sustainability purpose of the project.	I've never heard of this QU project.
QU placed first in the EPA Green Partner Challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student access to QU's Building Energy Dashboards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Bobcat Bulb Swap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The QU Farmers Market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining Services' "Flexitarian" meal option	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The green roof at the Rocky Top Student Center at York Hill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

6. Imagine you just bought a soda in a plastic bottle. Which of the following costs were included in the price you paid? Select all that apply.

- ☐ The cost of raw materials and natural resources used to make the product.
- ☐ The cost to protect, maintain and avoid depletion of the natural resources needed to make the product.
- ☐ The theoretical costs of environmental damage caused by not recycling the plastic bottle in Connecticut.
- ☐ None of the above.

Comments

7. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Most students at QU are not really concerned about sustainability issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like QU to be known for its sustainability efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to become involved in sustainability projects or events on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If QU offered courses focused on sustainability issues, I would take some.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QU has a responsibility to understand and respond to the needs of the local community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

8. Overall, how would you rate/grade QU's efforts to:

	Very Good (A)	Good (B)	Fair (C)	Poor (D)	Very Poor (F)
Conserve energy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use renewable energy sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to recycle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide education about sustainability-related issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote ride sharing/alternative transportation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduce greenhouse gases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that the student body reflects the variety of people and views found in society at large.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partner with the local community on projects that help the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make it possible for low-income students to afford to attend QU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

9. For each of the following statement, please choose whether you believe that the statement is TRUE or FALSE.

	True	False
Sustainability focuses only on environmental protection and natural resource conservation.	<input type="radio"/>	<input type="radio"/>
Wealth and income disparity in the US is a public health issue.	<input type="radio"/>	<input type="radio"/>
Sustainability is as much about the needs of people in the future as it is about what we need today.	<input type="radio"/>	<input type="radio"/>
Sustainability seeks to balance human and economic well-being with social equity and respect for the earth's natural resources.	<input type="radio"/>	<input type="radio"/>
Buying goods and services from local, independent providers promotes national security.	<input type="radio"/>	<input type="radio"/>
Buying goods and services from local, independent providers reduces greenhouse gases.	<input type="radio"/>	<input type="radio"/>
Appreciating similarities and differences among people helps explain their values, attitudes, or behaviors.	<input type="radio"/>	<input type="radio"/>

Comments

10. During the current school year, about how often have you done each of the following?

	Always	Often	Sometimes	Never
Turn off lights when leaving a room that will be empty for more than just a few (like 10) minutes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjust my computer's power setting so it goes to standby after 5 minutes of inactivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unplug chargers when not in use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turn off lights in unoccupied public spaces when I see them on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turn off water while brushing teeth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider the environmental impact of a product before I purchase it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limit my shower time to 5 minutes or less	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry a reusable bottle/mug	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose a meatless option for my meal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rideshare or use the shuttle (rather than drive alone in my car)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

11. In the past academic year, have you volunteered your time to a community group or project to help improve environmental quality, social justice and/or economic development of the local community?

☐ Yes

☐ No

12. If you answered "yes", about how many hours did you perform such volunteer work?

Thank You!

Thank you for taking our survey. Your response is very important to us.

A-2: Student Survey Report

5/3/2014

SurveyGizmo Report - Final Report - May 3, 2014

[Toggle Fullscreen](#) • [Export:](#)

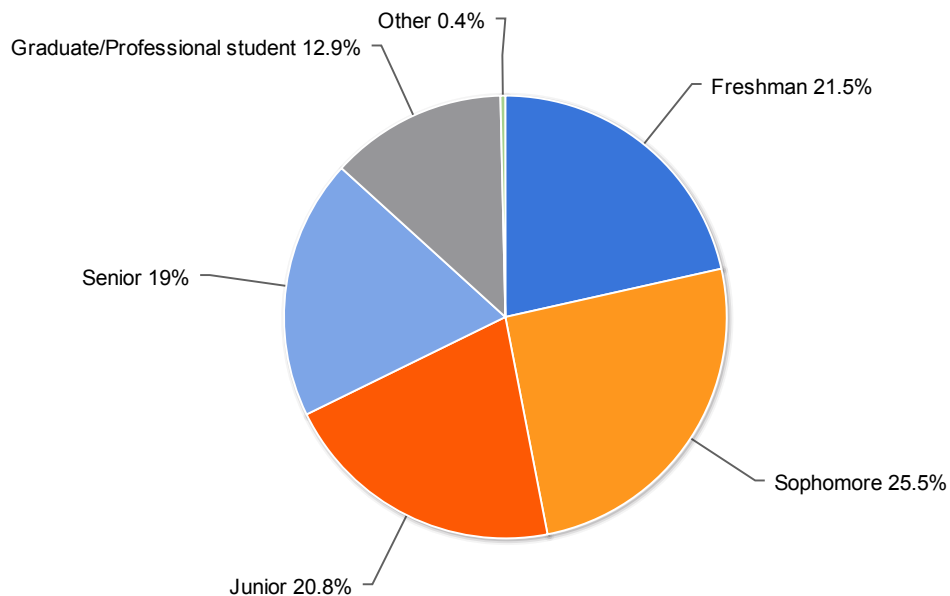


Online Surveys, Data Collection and Integration
www.SurveyGizmo.com

Final Report - May 3, 2014

Survey: Student Sustainability Survey

1. Are you a:



1. Are you a:

Value	Count	Percent %
Freshman	60	21.5%
Sophomore	71	25.5%
Junior	58	20.8%
Senior	53	19.0%
Graduate/Professional student	36	12.9%
Other	1	0.4%

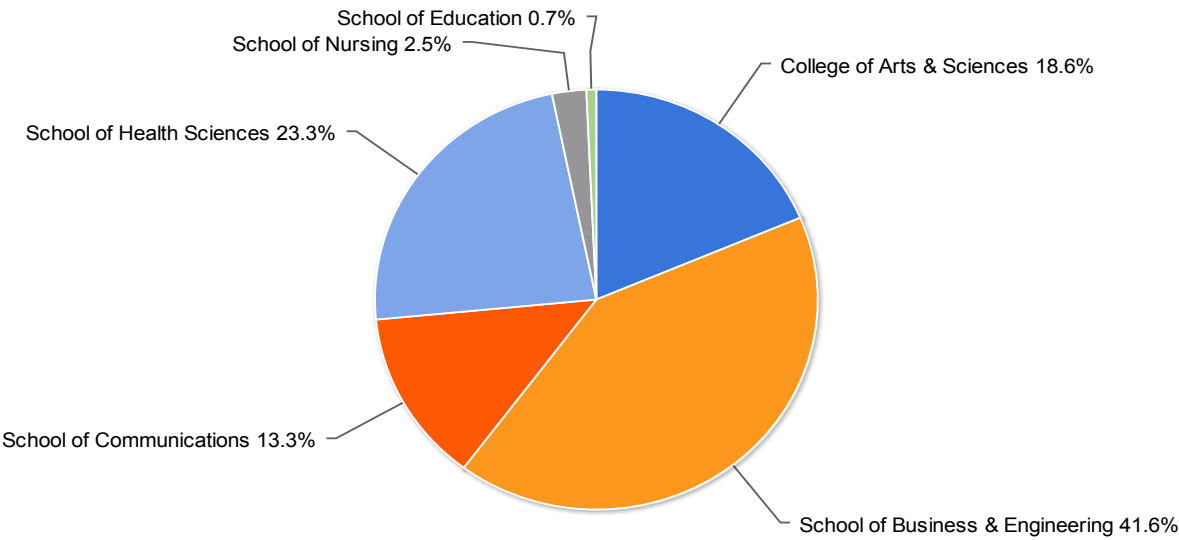
Statistics

Total Responses	279
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Open-Text Response Breakdown for "Other"

	Count
Senior/Graduate Student	1

2. In which academic school(s) or college(s) are you pursuing your degree(s)?

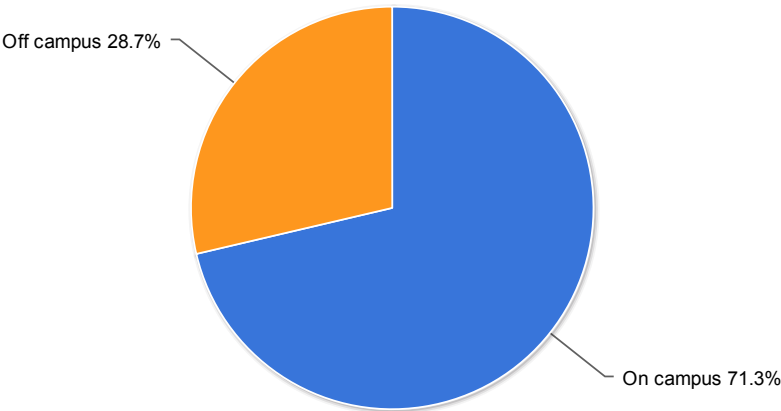


2. In which academic school(s) or college(s) are you pursuing your degree(s)?

Value	Count	Percent %
College of Arts & Sciences	52	18.6%
School of Business & Engineering	116	41.6%
School of Communications	37	13.3%
School of Health Sciences	65	23.3%
School of Nursing	7	2.5%
School of Education	2	0.7%

Statistics	
Total Responses	279

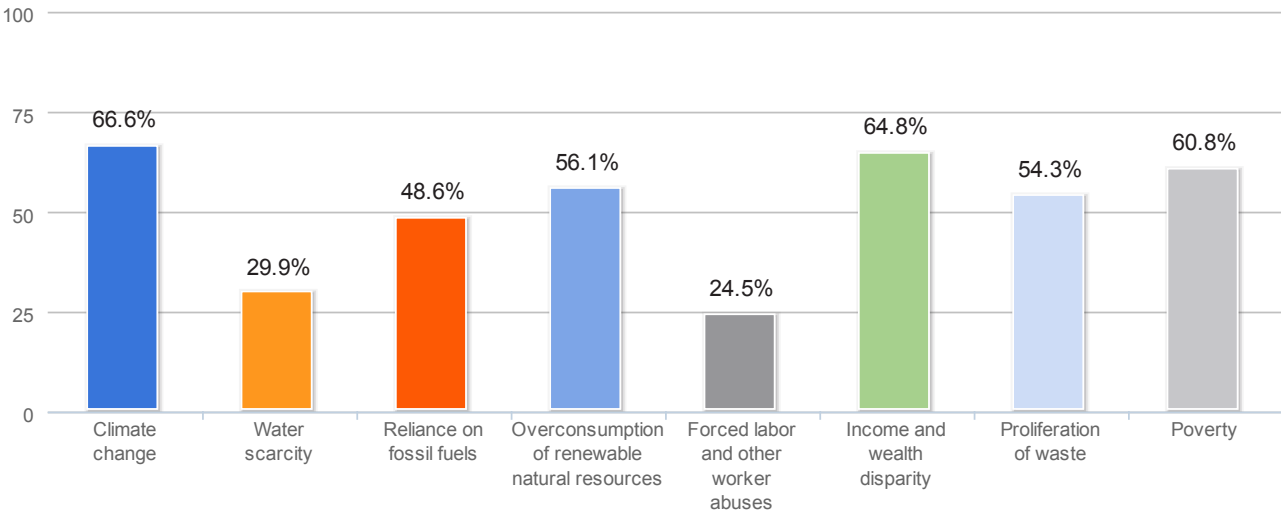
3. Where do you live?



3. Where do you live?

Value	Count	Percent %	Statistics	
On campus	199	71.3%	Total Responses	279
Off campus	80	28.7%		

4. Which of the following global issues do you think have or will have a LOCAL impact? Select all that apply.



4. Which of the following global issues do you think have or will have a LOCAL impact? Select all that apply.

Value	Count	Percent %
Climate change	185	66.6%
Water scarcity	83	29.9%
Reliance on fossil fuels	135	48.6%
Overconsumption of renewable natural resources	156	56.1%
Forced labor and other worker abuses	68	24.5%
Income and wealth disparity	180	64.8%
Proliferation of waste	151	54.3%
Poverty	169	60.8%

Statistics

Total	278
Responses	

Comments

Count	Response
1	The only reason that I didn't select water scarcity is that we are very fortunate to have plentiful and safe drinking water resources in New England. Unfortunately, in most parts of the world this isn't the case and will continue to become more of an issue in the future. Also I don't think there is a problem with overconsumption of renewable resources. If it was changed to overconsumption of NONrenewable natural resources however, I would have definitely selected that answer as well.
1	* overproduction/non-recycling of both non-renewable as well as renewable products. Finding out that we "export" millions of pounds of used clothing makes you consider the impact of not only using up nonrenewable resources, but of dumping the other kind.

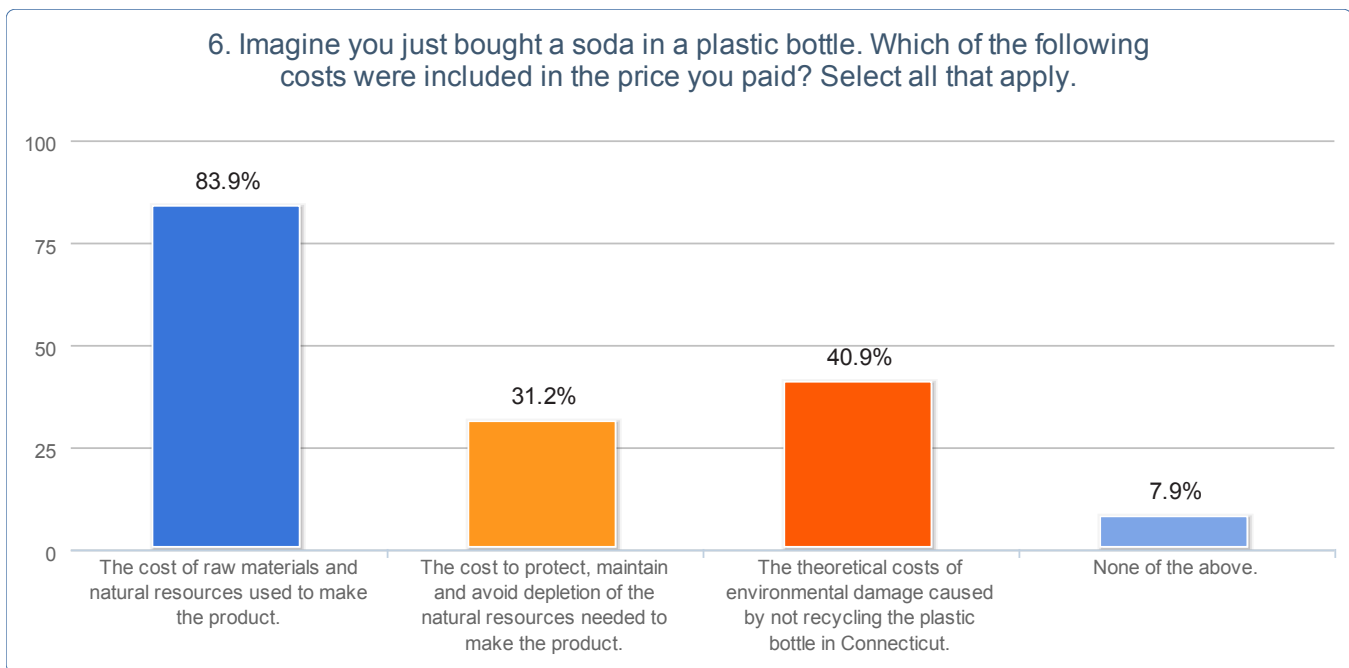
5. Each of the following QU projects has an important sustainability purpose. Do you understand what that purpose is?

	Yes, I've heard of this AND I understand the sustainability purpose of the project.	Yes, I've heard of this BUT I don't understand the sustainability purpose of the project.	I've never heard of this QU project.	Responses
QU placed first in the EPA Green Partner Challenge	13.7% 38	14.4% 40	71.8% 199	277
Student access to QU's Building Energy Dashboards	10.9% 30	10.2% 28	78.9% 217	275
The Bobcat Bulb Swap	26.5% 73	11.6% 32	61.8% 170	275
The QU Farmers Market	86.9% 239	10.5% 29	2.5% 7	275
Dining Services'	18.8%	20.7%	60.5%	

"Flexitarian" meal option	52	57	167	276
The green roof at the Rocky Top Student Center at York Hill	27.9% 77	19.9% 55	52.2% 144	276

Comments

Count	Response
1	I live off campus so I am very unfamiliar with most of these.
1	these all sound really cool and amazing but I have just never heard of them. I love that QU is so green its one of my favorite qualities about this school.
1	I think we are definitely moving in the right direction in terms of awareness and investment into green projects. I do believe that we have a long way to go however.



6. Imagine you just bought a soda in a plastic bottle. Which of the following costs were included in the price you paid? Select all that apply.

Value	Count	Percent %	Statistics	
The cost of raw materials and natural resources used to make the product.	234	83.9%	Total Responses	279
The cost to protect, maintain and avoid depletion of the natural resources needed to make the product.	87	31.2%		

The theoretical costs of environmental damage caused by not recycling the plastic bottle in Connecticut.	114	40.9%
None of the above.	22	7.9%

Comments

Count	Response
1	I actually don't know.
1	I don't think companies take into account opportunity costs and environmental societal costs.
1	ad budget, CEO bonus, shareholder dividend
1	they put crap into our bodies and destroy our environment at the same time. #Twobirdsonestone
1	Honestly, don't give companies more ideas on how to pass the costs onto the customer. Some things should be the sole responsibility of the company.
1	The theoretical costs of environmental damage are what are considered negative externalities; they are not included in the price even though they should be, causing market inefficiencies.

7. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Responses
Most students at QU are not really concerned about sustainability issues.	18.7% 52	45.0% 125	19.4% 54	15.5% 43	1.4% 4	278
I would like QU to be known for its sustainability efforts.	38.1% 106	43.2% 120	16.9% 47	1.1% 3	0.7% 2	278
I would like to become involved in sustainability projects or events on campus.	17.6% 49	37.1% 103	36.7% 102	6.5% 18	2.2% 6	278
If QU offered courses focused on sustainability issues, I would take some.	17.7% 49	26.7% 74	25.6% 71	23.8% 66	6.1% 17	277
QU has a responsibility to understand and respond to the needs of the local community.	48.6% 135	42.4% 118	7.2% 20	1.1% 3	0.7% 2	278

Comments

Count	Response
-------	----------

1	Especially the last one, if don't articles I've seen are accurate.
1	I am a member of ENACTUS.
1	I'm graduating and have no time to participate in sustainability efforts.
1	Taking QU301 - Climate Change
1	n/a
1	I wouldn't phrase the first question "not really concerned," I would say students are more unaware of sustainability issues.
1	QU has a responsibility to the students. Our money should only be pumped back into the university.
1	With the rise of sustainability in business, I am thinking of taking the ENT sustainability course at the least to gain some knowledge in the area.
1	In case you haven't realized it at this point, I am pretty passionate about sustainability issues and initiatives!
1	No one likes the QU courses about community. Don't force students to also have to pay \$3,000 for courses on Sustainability
1	if you create a sustainability course you HAVE to make it interesting with a great teacher. its a boring subject to be honest but if you related it to us (the students) and made it interesting people would take it.
1	I took a Consumer Chemistry course this semester and thought it covered quite a bit on topics concerning sustainability. I learned a lot and think it is important to have more classes such as these.

8. Overall, how would you rate/grade QU's efforts to:

	Very Good (A)	Good (B)	Fair (C)	Poor (D)	Very Poor (F)	Responses
Conserve energy.	9.8% 27	41.1% 113	33.1% 91	9.8% 27	6.2% 17	275
Use renewable energy sources.	11.2% 31	40.4% 112	34.3% 95	11.6% 32	2.5% 7	277
Encourage students to recycle.	18.1% 50	36.8% 102	26.7% 74	12.6% 35	5.8% 16	277
Provide education about sustainability-related issues.	5.8% 16	21.6% 60	42.4% 118	25.2% 70	5.0% 14	278
Promote ride sharing/alternative transportation.	13.0% 36	39.0% 108	24.5% 68	18.4% 51	5.1% 14	277
Reduce greenhouse gases.	3.3% 9	21.4% 59	47.8% 132	22.1% 61	5.4% 15	276
Ensure that the student body reflects the variety of people and views found in society at large.	8.4% 23	29.9% 82	35.4% 97	19.0% 52	7.3% 20	274

Partner with the local community on projects that help the community.	21.4% 59	41.7% 115	25.7% 71	8.7% 24	2.5% 7	276
Make it possible for low-income students to afford to attend QU.	4.4% 12	22.9% 63	28.4% 78	21.5% 59	22.9% 63	275

Comments

Count	Response
1	QU could conserve more energy by turning the lights off at the arena when it is not being used.
1	The recycling gets put in with the trash. when it is taken out.
1	They don't really recycle! I see them throw it all in the garbage.
1	no shuttles to north haven campus requires students to drive
1	shuttle to north haven would be ideal
1	I am a minority student and my mother is unemployed. I do very well in school yet merit scholarships are not given to me i think this is unfair. I know of other students who do not do as well but receive more aid due to their parents being rejected from LOANS.
1	Those who have little income and have been hit with serious family and financial problems over the last year like myself are struggling to even get loans to pay for this school.
1	QU does offer a lot of scholarship programs that allow for lower-income students to attend the university, but I am not sure of its link to sustainability.
1	QU is not even close to making it possible for students to afford to attend. Students who can't afford school should be given a chance to learn.
1	I don't see why the students need to reflect the views of the society at large. Every great milestone that has been achieved has been done through out-of-the-box thinking and unique ideas, i.e. thinking differently
1	As a low-income student, Quinnipiac was a burden. I was always worried about where the money was going to come from and how I was going to pay it back. There was always money for expansion and grass but not to help pay for school...I wonder whats wrong here....
1	I am a low income student and the way that the bursars office treats me is disrespectful. I am very disappointed in how I have been dealt with in that department and I must give my accolade to the financial aid office whom i referred to most often after my interactions with the bursars office. I was considering doing another year but the fact that I am an RA here and have dedicated 3 years of my schooling to help this QU community and the bursar felt it necessary to take away the meal plan I work for because I could not afford to finish paying my balance at that time was insane. I had to eat off of the meal plan of others and have my low income single mother deliver food even though I had worked for a meal plan through residential life. This school is incapable of compensating for those of lower income and I have encountered nothing but disappointment and disrespect especially with John G Polascik who knew my financial situation and offered to only give me a single meal ticket for one meal until I paid off the balance. That is very disrespectful and I have never felt so demeaned. An individual should never feel saddened by their financial status and uncomfortable talking to a professional staff about accommodations.
1	Speaking from experience, my FAFSA gave me an EFC (estimated Family Contribution) of 00000,

meaning that the government is saying that my family cannot afford college. Therefore, colleges should offer large financial packages, just as many did for me, with the exception of QU. QU did not offer a dime of financial aid when I am in desperate need of money.

- 1 QU may have recycling bins around campus, but they are not effective, especially in certain residence halls that do not have an area to recycle. For example, the Hill and Village have the recycling bins in the laundry rooms that no one uses and only dumpsters that are easier for students to use. Also, I know for a fact that the Admissions office does not recycle because the recycling bins are used as trash bins. This is not a fault of the facilities workers in the office, but the lack of education and encouragement for people to use the recycling bins in the correct manner.
- 1 Quinnipiac is VERY wasteful. They like to look like they care about the environment but I don't see any change in the wastefulness of this school. They also make it impossible for low income students to afford to attend QU.
- 1 Quinnipiac in my opinion, does not make nearly a strong enough effort to be environmentally friendly.
- 1 Right, according to officials in charge of scholarships, the reason academic scholarships don't increase along with the cost of going to Quinnipiac is because "incoming students bear a higher burden" - which makes no sense because I end up bearing a larger burden since my scholarship doesn't cover as much as theirs does for subsequent years. This is after a total hike of roughly 25%. Thanks for that :sarcasm:

9. For each of the following statement, please choose whether you believe that the statement is TRUE or FALSE.

	True	False	Responses
Sustainability focuses only on environmental protection and natural resource conservation.	43.1% 119	56.9% 157	276
Wealth and income disparity in the US is a public health issue.	81.2% 224	18.8% 52	276
Sustainability is as much about the needs of people in the future as it is about what we need today.	92.0% 253	8.0% 22	275
Sustainability seeks to balance human and economic well-being with social equity and respect for the earth's natural resources.	93.1% 256	6.9% 19	275
Buying goods and services from local, independent providers promotes national security.	64.7% 178	35.3% 97	275
Buying goods and services from local, independent providers reduces greenhouse gases.	79.3% 218	20.7% 57	275
Appreciating similarities and differences among people helps explain their values, attitudes, or behaviors.	94.2% 259	5.8% 16	275

Comments

Count	Response

- | | |
|---|--|
| 1 | Social equity? Come on. The Constitution speaks of equal opportunity, not "we are all equal." |
| 1 | Weath and income disparity in the US affects public health issues. |
| 1 | I think regardless of buying locally, transports will still transport, planes will still fly, ships still set sail. The profit margins are just worse. |

10. During the current school year, about how often have you done each of the following?

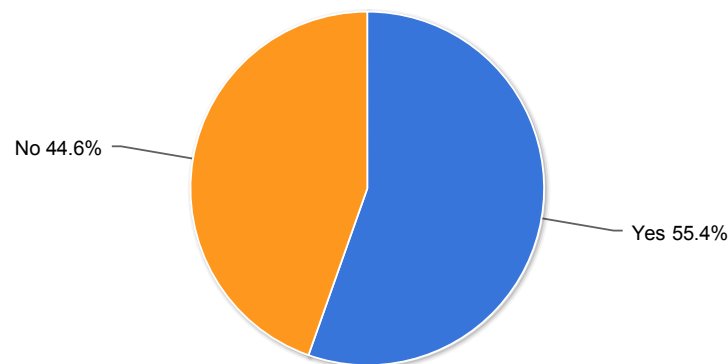
	Always	Often	Sometimes	Never	Responses
Turn off lights when leaving a room that will be empty for more than just a few (like 10) minutes.	53.3% 147	32.2% 89	12.7% 35	1.8% 5	276
Adjust my computer's power setting so it goes to standby after 5 minutes of inactivity	43.1% 119	21.7% 60	22.1% 61	13.0% 36	276
Unplug chargers when not in use	16.7% 46	17.8% 49	32.4% 89	33.1% 91	275
Turn off lights in unoccupied public spaces when I see them on	25.2% 69	24.1% 66	26.6% 73	24.1% 66	274
Turn off water while brushing teeth	53.3% 147	15.9% 44	19.2% 53	11.6% 32	276
Consider the environmental impact of a product before I purchase it	9.8% 27	17.0% 47	40.9% 113	32.2% 89	276
Limit my shower time to 5 minutes or less	7.6% 21	18.5% 51	31.9% 88	42.0% 116	276
Carry a reusable bottle/mug	35.9% 99	29.0% 80	21.0% 58	14.1% 39	276
Choose a meatless option for my meal	10.9% 30	18.5% 51	46.4% 128	24.3% 67	276
Rideshare or use the shuttle (rather than drive alone in my car)	23.3% 64	36.0% 99	25.8% 71	14.9% 41	275

Comments

Count	Response
1	I live off campus and I commute, so some of these questions can't fully apply.
1	Meat is delicious.
1	Still have a lot of work to do to make my lifestyle more sustainable.
1	Student commuter - knowing the bus schedule is useful
1	no shuttle option to north haven
1	I am a commuter, so though I am very environmentally conscious this did little for the university.

1	To be a student at North Haven requires a tremendous amount of driving (including to/from clinicals); there should be more of an effort to alleviate some of the back and forth.
1	best feature QU has is the automatic light in the bathrooms on York that shut bathroom lights off when no one is in it.
1	Classes on North Haven campus force me to drive alone because I don't live with anyone else who has classes at North Haven and there is no shuttle available.

11. In the past academic year, have you volunteered your time to a community group or project to help improve environmental quality, social justice and/or economic development of the local community?



11. In the past academic year, have you volunteered your time to a community group or project to help improve environmental quality, social justice and/or economic development of the local community?

Value	Count	Percent %
Yes	154	55.4%
No	124	44.6%

Statistics	
Total Responses	278

12. If you answered "yes", about how many hours did you perform such volunteer work?

Count	Response
1	>30
1	0
1	1-3 hours
23	10

1	10 hours
2	100
2	12
1	14
7	15
1	15 hours
1	18
4	2
1	2 a week
1	2 hours
7	20
1	20 all together
1	20-30 hours
1	24 hours
1	25
1	25+
10	3
2	3 hours
6	30
1	30 hours providing affordable housing with HFH; 15 hours volunteering at CT State Parks
7	4
1	40
1	40+
1	48
15	5
1	5 hours
1	5-10
1	5-8
3	50
1	50+ hours
1	50-60
9	6
1	7
4	8
1	8+
1	Approximately 15
1	At least 10
2	Big event

1	Do not know, at least 20
1	I think about 6
1	IRIS
1	None, I was rejected.
2	The Big Event
1	Yes
1	a lot!
1	approximately 20
1	not sure
1	one week in a service trip
1	roughly 8
1	ten
1	I participated in an alternative spring break trip to Chatham, NC for Habitat for Humanity. It was a week's worth of volunteer work.
1	~12
1	~500

Appendix B:

Notes from Meetings with Stakeholder Groups (01/28/2014)

Notes from Quinnipiac Group Meetings
January 28, 2014

Key Take-Aways:

- The Sustainability Committee and its smaller “Core Group” are actively committed to transforming QU into a “green” campus. Their perspective is, at the moment, almost entirely environmental. There is an awareness of the larger conceptualization of sustainability, but the focus is still predominantly on environmental greening. This can be changed through actively integrating broad sustainability concepts into the fabric of the curriculum, campus and student life, and the administration. A long-range plan could create a strategic integrative process, with goals clearly defined linked to measurable results, and reported. The Committee may need to be reconstituted over time to include members who more closely reflect the hierarchy and breadth of the University in order to be more effective in the long term toward these ends.
- QU aspires to become a national-level institution. This goal should be integrated into the business case for pursuing strategic sustainability planning, particularly with respect to the comparative analysis of peer institutions that compete on a national level.
- The Committee and Core Group are subject to and limited by significant constraints: informal organization; lack of authorization to undertake institution-wide planning; lack of budget; and the pressing demands of members’ other university responsibilities. The primary goal of the Core Group is the creation of an Office of Sustainability, led by a Sustainability Coordinator who would organize and guide the process of developing a more robust sustainability program at QU. It is unlikely, however, that this position could be created for a year and a half to two years.
- Faculty members who are integrating sustainability concepts in their courses are highly supportive of collaboration and expanded inclusion of sustainability concepts across the curriculum. Those in attendance at the meeting were energized by the realization that more faculty members are engaged in teaching sustainability concepts than they knew about. This energy provides an opportunity to gain momentum for a bottom up integration of sustainability into the curriculum, perhaps through a day of faculty brainstorming and planning. Post meeting discussions with the Core Group suggested that there might already be enough going on to constitute a sustainability minor, though there could be some administrative barriers to achieving this. However, a demonstration of student interest in such a minor could spur greater administrative attention to developing sustainability programming at QU.
- The University’s Essential Learning Outcomes (ELOs) largely define the academic culture. They are broadly drafted and already include a number of concepts that are key to sustainability. Building on the connection between the ELOs and

sustainability will be key, and sustainability initiatives will be more likely to gain approval and succeed if clearly aligned with the ELOs.

- Students at the University are often viewed as apathetic/uncaring about sustainability issues, but are believed to be more likely unaware and unengaged. The Committee and Core Group recognize that this is solvable, but are not yet clear or in agreement as to the best way to go about increasing knowledge and awareness of, and interest in, sustainability.
- Past experiences with student engagement have been most successful when peer-to-peer education is utilized. Tying sustainability-related activities to ELOs and then utilizing student leaders to create and deliver messaging will greatly enable implementation and increase the likelihood of embedding sustainability in the QU culture. Sustainability will need to be contextualized to the students' lives. One challenge for doing this is that there is a lack of economic diversity in the student body.
- Finding time for programs, meetings, or awareness activities is challenging. There is no common hour, and regular programming runs from 8 a.m. to 9 p.m. People are very busy and stretched thin, with not enough "down time."
- Recycling issues are a central concern on the campus. Comments emerged in almost every discussion. These issues and their potential solutions will need to be understood and contextualized. When viewed in its larger context (with its inherent connections to resource limitations, consumption, and waste), recycling could serve as a central theme to engage students, infuse sustainability into a number of courses, create dialogue across the campus, and chalk up a number of Quick Wins. Improvements in recycling efforts also will have the benefit of visibility.

Notes from Group Sessions:

Core Group Session:

- The Core Group identified several goals/objectives and related obstacles/barriers:
 - Goals in the RFP – "this is our 'wish list' of what we want to accomplish"
 - Cost was the biggest factor in not being able to move forward with the lion's share of the RFP. Choices were made based on cost, a strategy for moving forward, and relevance to current circumstances.
 - Benchmarking – need to know where QU is via-a-vis its "Peer Aspirant" group
 - Campus culture – the Committee and Core Group see that QU is making progress on sustainability, but the majority of others do not, are not connected to or aware of

activities, and exhibit no cohesive understanding of sustainability issues as being relevant to their lives and future.

- No sense of “sustainability” as a goal, value, or concern in much of the institution
 - Accomplishments to date are viewed as piecemeal, not part of a unified, strategic plan
- Building Sustainability into the curriculum (“the infrastructure for learning”):
 - Build and integrate clear, concrete elements of sustainability into the curriculum in:
 - Courses
 - Relevant existing majors
 - Seminar series
- Need for a Sustainability Coordinator:
 - The Core Group views creating a position of Sustainability Coordinator as critical to:
 - Develop a Sustainability Plan
 - Bring fresh thinking and ideas
 - Organize/administer and have a resource center for events
 - Plan, coordinate, and implement other actions/projects
 - Have a resource center for faculty and students
 - Collect and track data
 - Approached John Thompson about creating a position of Sustainability Coordinator:
 - Some positive feedback, but “the window of opportunity closed”
 - This has occurred several times, but they want to keep trying to move forward with the concept
 - The view is that if a Sustainability Coordinator does happen, it will take about two years
- Need to implement tracking or measuring capabilities
 - Identify core areas for measuring
 - Link what is being measured to the ELOs
- Other Obstacles/Barriers identified:
 - The Core Group is passionate and committed, but under-resourced, and getting burned out:
 - They are organized on an ad hoc basis
 - They have been meeting sort-of-regularly for several years
 - Kris and Kristen mostly focus on working with the Committee to organize the two annual events (“That’s all we can do”):
 - Earth Day

- Spring and fall Farmers Markets
 - Keith focuses on operational improvements and upgrades
 - There is no formal administration recognition of the group's existence, but Mark Thompson is supportive
 - There is no budget for sustainability work
- Other Discussion Points:
 - Recycling:
 - There is an impediment with respect to altering any arrangements with the waste hauler
 - "Students don't recycle" – said by every group we met with
 - "Recycling doesn't really happen" on campus
 - Communications about sustainability:
 - Largely relegated to emails
 - Press releases about EPA Power Partner status and Green Energy purchases
 - Webpage is difficult to find
 - No central location (such as a coordinator's office) at which two-way communications can be organized
 - Funding and measuring success:
 - Most activities have been funded through budget for facilities
 - Some projects are exceeding budget and will need a business case that includes measurement to validate success equations
 - Very little is being measured, but this is starting to occur
 - Have the capacity to measure water consumption (e.g., measured a 24 hour period in one dorm to calculate 28 gal/student)
 - Have some capacity to measure electric consumption (competition in the Spring)
 - Need to establish a strategically thought-out set of measures, preferably linked to the ELOs
 - Need to align committee reporting with the University administration's practices and expectation
 - Community engagement:
 - Lack power, knowledge, and time for this
 - Some issues and discontent in the community around QU's expansion/construction projects
 - Most success comes from community service projects where community organizations are directly engaged

- Student Survey:
 - Needs to show whether students get the connection between their behaviors/actions and the consequences of those actions. The sense is that:
 - Students are missing the “what’s in it for me,” the “why” behind the desired behaviors
 - Sustainability is perceived as a service provided by the University
 - If the survey can show that there is a major disconnect on “why,” that finding would help drive a positive business case for sustainability education
 - If the survey can contextualize disconnects as short-comings in achieving ELOs, that finding would help drive a positive business case for sustainability education
 - Determine what they KNOW
 - Determine whether they CARE
 - Develop the questions with a contextual relationship to the ELOs, and there will be more support for sustainability if the questions demonstrate
 - the connection between sustainability knowledge and understanding the larger community/world
 - the ability of students to connect their lives to the larger community/world and do critical thinking
 - Key players to connect with on the survey: Sean Duffy, Kathy Harris, Mary Paddock

Sustainability Committee Session

- Group-identified goals/objectives:
 - Raising awareness– “Awareness here is a really big issue.” “Students just don’t know...”
 - Education – about sustainability issues
 - Communication – about programs that are available
- Obstacles/Barriers identified:
 - Students are:
 - Overstretched
 - Too busy or lazy
 - Can’t pay attention to these issues
 - “Entitled” – there is an attitude of entitlement among many students

- Discussion Points:
 - Some programs that have been tried:
 - “Biking the Greenway” identified as an example of how difficult it is to get students, to engage – even in something that was created to be “fun” - but was generally acknowledged as a failure. Why?
 - “Maybe there was a problem in the promotion”
 - No culture of biking on campus
 - Biking is hilly (York Hill at the end of the day) and not particularly safe on local roads
 - There are “some” bike racks on campus, “but they’re hidden”
 - Recycling Initiatives:
 - Single stream in effect for about 1 – 1.5 years
 - Students “still don’t recycle”
 - Need more education and signage about recycling
 - Students don’t know what they can/can’t recycle
 - Produced a video explaining the recycling on campus – wanted to show it at Orientation but were denied because the program is “too full”
 - Movies on a variety of topics have been shown – but “they aren’t widely attended”
 - Farming movies
 - Late evening events tend to be pretty sparsely attended
 - “Do it in the Dark” is the annual dormitory energy conservation reduction challenge that runs for three weeks in the Spring and has been done for the past 2 years
 - 2013 – 23,000 kWh saved over the course of the event
 - Students not particularly enthusiastic – “I’m paying \$50,000 to be here so I’m gonna leave my light on if I want to” attitude
 - Nutrition courses focused on farm-to-table seem to do well engaging students in understanding personal health, but there is no contextualization with respect to economic aspects
 - Academic technology efforts such as sleep mode and e-waste recycling (ink and toner cartridges, laptops) are not well or broadly understood
 - Technology purchasing is not centralized; departments do their own purchasing without input from the help desk/technology experts
 - Want to see a “green campus” on all of the campuses
 - York Hill is great, but there are not many visible signs of sustainability elsewhere
 - Cannot give away or sell reusable water bottles (alcohol issues)

- Want to hear more encouragement for “green” behaviors
 - Tour Guides could more actively talk about sustainability at QU
 - There could be more energy conservation reminders in the dorms about lights and computers
 - More support for better eating habits
 - No endowment transparency; no conversation regarding sustainable investment
 - No integration of sustainability into discussions about careers

Faculty Session

- General observations:
 - Students are very unaware of and surprised by the magnitude and scope of sustainability issues
 - Students have trouble navigating the breadth of information about sustainability available on the internet, particularly in terms of being able to filter and critically assess information (all information is believed)
- Group-identified goals/objectives:
 - Give students more exposure to sustainability in a variety of disciplines
 - Use sustainability to engage students in critical thinking and analysis
 - Approach teaching about sustainability in a “silo-busting,” collaborative, interdisciplinary manner; better integration of sustainability might be possible with interdisciplinary collaboration or cross-disciplinary project problem solving activities
 - There are some efforts at interdisciplinary programs:
 - Nutrition – Biomedicine
 - Political Science – Philosophy
 - Expose and engage students in sustainability as early as possible
 - MBA online sustainability course may be offered next year at the undergraduate level
 - Create at least one baseline sustainability-focused course
- Obstacles/Barriers identified:
 - Faculty (and the curriculum) is largely siloed – faculty aren’t generally aware of sustainability-related efforts in different departments
 - Logistics and resources exist in pockets; scalability is an issue
 - University Curriculum (distribution requirements, a/k/a/ “UC”) requirements are strict and don’t leave room for many electives outside of a major, particularly when there are significant prerequisites to take some courses that have sustainability content
 - Thematic courses still have to meet all state requirements, so organizational resources would be needed to put this all together

- New curriculum will be challenging in terms of finding classroom and lab space
- New curriculum will need to be housed in a department/school
- Opportunities:
 - A newly formed University Learning Committee is looking at ways to cluster thematically related areas of study.
 - Katherine Harris sees sustainability as a foundational theme that could be used to cluster areas such as:
 - QU 101 (Individual and the Community seminar)
 - Biology
 - Economics
 - Humanities
 - Arts
 - Engineering
 - Freshman Orientation is often formed around a single, common theme and community of interest; this could be a good place to integrate sustainability concepts.
 - Game design and development could be used to help manage a change initiative (creates a safe place to acknowledge a lack of, and gain, knowledge of sustainability); games require lots of ELOs-related skills and could be used to help faculty tackle sustainability knowledge when it is outside of their subject area

Student Session

- Group-identified goals/objectives:
 - Students need to be educated about sustainability
 - They need to see and understand the connection between their behaviors and the consequences (“and I think then they’ll change”)
 - Students are already very involved and engaged with a variety of organizations and issues on campus – it isn’t that they don’t care. They do. They just don’t know much about this and don’t see how it impacts their lives.
 - Students want more robust recycling on campus so that more students participate:¹
 - More bins

¹ After the meeting, Resonate was provided with the results of a survey conducted by Karla Natale, a student in the STR 610 class. Her survey of students enrolled in two randomly-selected classes asked what QU could do to become more sustainable. We compiled the responses into a “Wordle,” which provides a visualized rendering of the frequency of the responses. The larger the text appears in the Wordle, the more frequently it appeared in the responses. A copy of the Wordle is attached as **Appendix A**. It seems obvious that students would like to see more recycling on QU’s campus.

- Better marked bins
 - Make it EASY to recycle!
- Students would like to see an Environmental Studies major developed – they believe QU is losing potential students because it doesn't offer one
- Add some sustainability training to current RA-training program. Armed with knowledge and strategies, RAs can make a difference in how students behave in dorms.
- Inform the leaders of Greek Life how they could help and engage their communities
- Obstacles/Barriers identified:
 - Students are already very over-stretched; classes run from 8 am to 9pm, and they have little time for extra-curricular activities
 - The prevalent “entitlement mentality” provides an excuse for behaviors that are clearly antithetical to sustainable ways of living
 - Student priorities are grades, sleep, fun; sustainability will need to be integrated into courses and fun activities if it is to gain traction among the students
- Group discussion points:
 - Student leaders of key organizations, such as the fraternities and sororities, and the Intrafraternity Council would be willing to help organize and lead events – if someone asked and educated them. The “Member Development Chairs” often organize and put on events – they have budgets
 - The Student Government Association could be instrumental in coordinating activities among student groups
 - The Students for Environmental Action is growing. Its membership base has “doubled” in each of the past three years.
 - Get student groups to collaborate in innovative projects:
 - SEA described an idea of gathering recyclable materials that had been put into the trash and displaying them in some dramatic, artistic way (*i.e.*, put them into a canopy that students have to walk under).
 - Peer pressure to behave more sustainably will have a very positive impact

Administrative Offices Session

- Group-identified goals/objectives:
 - Make recycling happen in a better; get the students to take recycling seriously and get involved
 - Use the ELOs to create opportunities to engage the students in ways that are complementary to what they're learning in their classrooms.

- Obstacles/Barriers identified:
 - Recycling:
 - An admission: some offices on campus do not recycle (Residential Life confessed). “How can we expect students to recycle when we don’t model the behavior?”
 - Some students just don’t believe that “recycled” materials actually are recycled. They seem to think it all just gets thrown away.
 - Dining services indicated that where they manage the recycling it is not too bad, but students definitely need to learn to recycle
 - Dining services monitors food waste but does not compost; they were not sure whether they would be required to compost under a new law that requires it for those producing greater than 3.4 tons/week that are located within 20 miles of a composting facility
 - Auxiliary services manages the supply chain and controls large vendors
- Group discussion points:
 - To facilitate better recycling:
 - At Earth Day bring in waste vendors to show where recycled materials go and how they are re-purposed. Show them what’s possible.
 - The Big Event is an annual community service day co-organized by Student Government Association and the Community Action Project. Very popular. Last year, 1300 students volunteered for 3 hours of service. Success is credited to:
 - It is student-organized
 - It is student-driven
 - It is student-led
 - In essence, the experience is organized, packaged, and delivered to the students. All they have to do is sign up and show up. It is EASY for students to do.
 - Examples of a successful systems change initiatives at QU:
 - The 11 Essential Learning Outcomes
 - Were developed in 2011 under the leadership of Mark Thompson
 - Apply not only to the curriculum, but to co-curricular activities and student groups as well. They align well to many activities, especially the service-related ones.
 - Student leaders (RAs, Greek, Orientation) were trained to understand the ELOs and how they are imparted to students; then the leaders learned/designed how to

discuss the ELOs in their own words/language so that they were sure to communicate them properly and well to their respective groups of students

- The QU series support the ELOs:
 - QU 101 connects to residential life and campus life
- E-portfolio is an online resume with everything a student has been involved with on campus to supplement academic credentials
 - Enables students to better quantify what they got out of their QU experience
- “Campus Cross-Talk” started as a thematic approach to campus conversations and has evolved. A different University division leads it each year. Next year the School of Education will be leading and has selected Public Education as its theme. Perhaps there could be ways to include sustainability education in that context.
- Admissions likes being able to talk positively about sustainability at QU. They experience about 40% of applicants display interest in sustainability in their high school profiles and about 10% affirmatively inquire about sustainability programming at QU.

Appendix C:

Quinnipiac University Student Organizations

Quinnipiac University Student Organizations 2013-2014

Academic

- Accounting Society
- American Marketing Association
- American Society for Microbiology
- Athletic Training Club
- Behavioral Neuroscience Club (BNS)
- Collegiate Entrepreneurs Organization
- Computer Information Systems Society (CISS)
- Economic and Finance Club
- History Club
- International Business Society
- Investment Club
- Physical Therapy Club
- Pre-Health Professionals Society
- Pre-Law Society
- Psychology Club
- Public Relations Student Society of America (PRSSA)
- Quinnipiac Future Teachers Organization
- Quinnipiac Literary Society
- Quinnipiac Pre-Dental Club
- Quinnipiac Student Nurses' Association (QSNB)
- Quinnipiac University Engineering Student Organization (QUESO)
- Quinnipiac University Game Club
- Society for Anthropological Research
- Student Occupational Therapy Association (SOTA)
- Students of Philosophical Hypothesis in Academia (SOPHIA)
- The Chemistry/Biochemistry Organization
- Undergraduate Physician Assistant Club

Arts & Entertainment

- Dance Company
- Fourth Wall
- Freestyle Session
- QU Spirit
- Quinnipiac Ballroom Society
- Quinnipiac University Outreach Through Expression (QUOTE)
- Step to Perfection
- The Production
- The A Cappella Group

Cultural, Spiritual, & Identity

- Asian Student Alliance (ASA)
- Association to Maximize Italian Cultural Influence (AMICI)
- Black Student Union (BSU)
- BRANCHES Campus Ministry

- Gay, Lesbian and Straight Supporters (GLASS)
- International Student Association
- Jewish Student Organization (JSO)
- Latino Cultural Society (LCS)
- Muslim Student Association (MSA)
- Quinnipiac Christian Fellowship
- Quinnipiac Hellenic Society
- Quinnipiac University College Chapter, National Association of Advancement of Colored People (NAACP)
- Quinnipiac University Irish Club (QUIC)
- Quinnipiac's Knights of Columbus Council No. 14277
- South Asian Society (SAS)
- Women In Support of Humanity (WISH)

Government & Program Boards

- Interfraternity Council
- Panhellenic Council
- Quinnipiac University After Dark (QUAD)
- Quinnipiac University Commuter Student Council
- Residence Hall Council (RHC)
- Student Alumni Association
- Student Government Association (SGA)
- Student Programming Board (SPB)

Fraternity & Sorority Life

- Alpha Chi Omega
- Alpha Delta Pi
- Beta Theta Pi
- Chi Omega
- Delta Tau Delta
- Delta Upsilon
- Kappa Alpha Theta
- Kappa Delta
- Phi Sigma Sigma
- Pi Beta Phi
- Pi Kappa Phi
- Sigma Gamma Rho Sorority, Inc.
- Sigma Phi Epsilon
- Tau Kappa Epsilon
- Zeta Beta Tau

Mixed Media

- Anime Club
- Her Campus Quinnipiac
- Quinnipiac Film Society
- Interactive Digital Organization (multimedia design)
- Quinnipiac (public relations firm)
- The Quinnipiac Barnacle (satire media)

Political & Advocacy

- Active Minds
- Cancer Support Group
- Enactus
- Global Affairs Association
- Global Citizen's Board
- QU Eats
- Quinnipiac University Democrats
- Paws and People
- Students for Environmental Action (SEA)
- Student Veteran Organization (SVO)
- VITA (Pro-Life Awareness)

Recreational

- Decent Car Roadtrips
- QU Chess
- QU Golf
- QU Snow
- Quinnipiac University Sailing Club
- The Quinnipiac Running Club

Service

- Alpha Phi Omega
- Community Action Project (CAP)
- Habitat for Humanity
- Quinnipiac's Big Event
- Relay for Life
- Rotaract Club

Spirit Groups

- Dance Fusion
- Icecat Cheerleaders
- Kickline
- Pep Band
- Sideline Cheer

Student Media

- Montage (literary magazine)
- Q30 (television)
- Quinnipiac Bobcat Sport Network (on-line broadcast)
- The Chronicle (newspaper)
- The Summit Yearbook
- WQAQ 98.1 FM (radio station)

For more information on ALL of our involvement opportunities, please visit **Do You QU – qu.collegiatelink.net**

11/1/13

Appendix D: Student Examples

D-1: Examples of Student Organized Sustainability Programs and Events

SOURCE: STARS (Sustainability Tracking, Assessment and Reporting System) Reports	
Alfred State College	<p>Spring 2011:</p> <p>Mar. 3 sponsored a double showing of the film Wall-E in the Pioneer Center to promote sustainability.</p> <p>April 9 Had a table advertising Sustainability Club at the Pioneer Woodsmen's Club inaugural home meet, The Inaugural Pioneer Games.</p> <p>April 18 co-sponsored the showing of the documentary "The Story of Stuff" in SET 215;</p> <p>April 19 sponsored the showing of the documentary "Who Killed the Electric Car?"; and listed as co-sponsor (with the Green Team) of other Earth Week Activities (April 18-22) including Lights Out Hour and Electronic Devices Recycling.</p> <p>May 2011 the club awarded its first Sustainability Award (or Green State Award) to Christopher T. Locke for his work with sustainable efforts such as the community garden.</p> <p>Fall 2011:</p> <p>Oct. 11 co-sponsored (with New Horizon Forum) "Understanding the Marcellus Shale" by Kasey Klingensmith in SET 215;</p> <p>Oct 13 sponsored showing of the film "GasLand" in SET 215;</p> <p>Nov. 15 sponsored and ran the information session "Concerns About Hydrofracking?" in SDC 139;</p> <p>Dec. 4 co-sponsored (with AU's Green Alfred) the Stuff Swap</p>
American University	<p>Fall 2013 Event Highlights:</p> <ol style="list-style-type: none"> 1) Community Service: Eco-Sense volunteers lent a hand at the Neighborhood Farm Initiative on September 14. 2) Eco-Sense and Take Back the Tap hosted an informational session on the benefits of tap water in popular student hangout "The Perch" on October 30. 3) Will Potter on "Eco-terrorism and the Criminalization of Dissent": Eco-Sense hosted journalist Will Potter to speak about his book "Green is the New Red" on November 4. 4) Campus activism: Eco-Sense helped organize a rally around the "Fossil Free AU" campaign on November 15, continuing work begun in 2012 to encourage the university to divest its endowment from fossil fuels.
Appalachian State University	<ol style="list-style-type: none"> 1) ASUSES hosted the 2nd annual, on-campus music festival solar-powered by DAISEE, Driving Appropriate Innovative Sustainable Energy Education. 2) ASUSES is engaged in a campaign called 'Retrofit a Million'. Over Earth Day 2012, exchanged over 250 incandescents with compact fluorescents in the surrounding community. 3) They have taken DAISEE (solar and wind powered mobile, educational trailer exemplifying green building) to numerous community events.
Auburn University	<p>Global Challenge: In the spring of 2012, a consortium of sustainability-related student groups, SGA, and the Division of Student Affairs developed and delivered a multi-week awareness and engagement event to introduce a series of globally significant topics, and explore ways students could act to make a difference. The Challenge addressed five topics: civic engagement, sustainability, poverty and hunger, education and public health.</p> <p>Auburn Sustainability Action Program: In the spring of 2012, ASAP conducted a multi-day campaign to education students about water issues, from the local to global scale. Issues of drought, water quality, water availability, water justice, and related topics were addressed. ASAP established a presence on the student concourse and created a variety of displays and messaging techniques to explain water issues to students.</p>
Babson College	<p>Green Tower Activities:</p> <ul style="list-style-type: none"> - Film, edit and produce EnVIRALmental videos - funny youtube videos that educates Babson Students how to live green on campus - http://www.youtube.com/user/enviralmentalvideos?feature=watch - Hosting another year of Green Rocket Pitch - Putting together earth month events such as Tree Planting and Sol Fest <p>Babson Energy and Environmental Club</p> <ul style="list-style-type: none"> - Hosted the 6th annual Babson Energy and Environmental Conference. <p>Net Impact</p> <ul style="list-style-type: none"> - Providing basic energy audit skills to students on campus.
Ball State University	<p>The Ball State Energy Action Team (BEAT) has held Energy-Savings Competitions between resident halls each semester as part of their efforts to increase awareness.</p> <p>Emerging Green Builders (EGB now USGBC Students) hosts weekly presentations to students by practicing professionals.</p> <p>The Natural Resources Club annual host the Ball State University Earth Day Celebration and Activities.</p> <p>The Ball State University Students for a Sustainable Campus (SSC) has worked on many projects including Focus the Nation, Recyclemania and Step It Up (a national global warming action day) and has encouraged Housing and Dining Services to be more environmentally friendly by improving their recycling system and implementing a reusable-bottle program.</p>
Baylor University	<p>NetImpact- piloted an electric bike program for potential use on campus</p> <p>Baylor Campus Kitchen- BCK rescues food every week from residence hall cafeterias and also works with student groups like the Chi Omega sorority to rescue food from their university wide events.</p> <p>Wells Project- WP hosts the 10 Days of Water event every year. This event brings awareness to the global water crisis by encouraging students, faculty, and staff to drink water instead of coffee, coke, etc. for 10 days.</p>
Bellevue College	<p>"Green Room": The SSA has proposed a sustainability display space called the "Green Room," to be used for the "exhibition and representation of science and sustainability on campus." This space would be utilized as a central location for club projects, presentations, and exhibitions on topics that support the mission of science and sustainability on campus. Pending approval, the Green Space would be open for use starting in the fall quarter 2012.</p>
Boston University	<ol style="list-style-type: none"> 1. The BU Environmental Coalition formed in January 2012 as a means of organizing the many sustainability-related groups and events on campus through the Student Union. 2. The Environmental Student Organization celebrated the second annual World Water Day at BU in March, 2012. 3. BU Energy Club held an open discussion in February, 2012 titled: "The Problems of the Future of Energy: An Introduction into the Energy Problem" 4. In February, the BU USGBC Students attended an event with other Massachusetts school and Rhode Island school chapters in order to share best practices and encourage networking.
Bowdoin College	<ol style="list-style-type: none"> 1. Campaign to turn off lights in academic buildings - physically turning them off and pressing facilities for automatic sensors. 2. Campaigning regularly in the dining halls for tray-less dining 3. "Maine Colleges" meeting to discuss green initiatives among other colleges in Maine 4. Sent a group of students to Washington D.C. to participate in the Keystone XL protest
Bridgewater College	<p>Dumpster Diving</p> <p>Recyclemania Competition</p> <p>Think Outside the Bottle (TOTB)</p> <p>America Recycles Day</p>
Bryant University	<p>Recyclemania - This is a national competition that Bryant has been a part of for the past few years. Bryant reports the amount of waste we recycled as a percentage of our total waste produced and with this number we are then ranked against other schools. This year we are working on getting other student organizations involved as well as staff and faculty to raise our ranks in the competition.</p> <p>Beach Cleanups - This is an off campus initiative where a group of Enactus students has gone down to Narragansett to clean the beaches with an outside organizations</p> <p>Green Team Twitter - This has been started to inform students about what they can do to keep our campus green</p> <p>Currently we are running a water bottle awareness campaign. We are in discussions with InspireGreen to buy reusable water bottles from them with the Bryant Bulldog logo. Our hope is to reduce plastic water bottles on campus as we educate the community and give out these reusable water bottles.</p>

California State Polytechnic University, Pomona	<p>-The Food Justice Club organized a student-run cafe, which is a cooperative kitchen producing fresh produce and simple foods to share with the campus community (Spring 2012).</p> <p>-An annual local food fair is hosted as a collaboration between students and faculty of the Collins College and the School of Food and Nutrition, serving local organic meals to the campus community prepared by students.</p> <p>-Members of the Green Team created a "gorilla garden" in abandoned planters in the administration building, in addition to art sculptures with moveable letters to convey messages about the garden.</p>
California State University, Chico	PowerSave Campus participated in the PowerSave Campus League Competition of 10 California schools (CSU's and UC's) during the Campus Conservation Nationals 2013 energy reduction competition - and took first place!
Carnegie Mellon University	<p>August 22-26, 2011- During the Fall 2011 first year orientation programming included a zero waste dinner for all incoming freshman and the annual Eco-Fabulous Cook Out held at the Solar Decathlon House featuring a "zero waste" style spread for students, faculty and staff. These events are co-sponsored planned and promoted by student groups, Eco-Reps and Sustainable Earth, along with support from Student Affairs, Steinbrenner Institute and Green Practices.</p> <p>March 30-April 1, 2012- The "Environment Today" is an annual mini-course that brings students together over a weekend to discuss environmental issues affecting our planet now and for generations to come. The 2012 course was held from March 30th to April 1st. The theme for Spring 2012 was "Green Design and Garbage (Waste)". The Environment Today courses were started in 2009, as an initiative of the student group Sustainable Earth. Students from Sustainable Earth continue to be actively involved in choosing the topic for the courses, suggesting speakers and participating in all aspects of coordinating the activities and promotion of the course.</p>
Chatham University	<ol style="list-style-type: none"> 1. Fracking Awareness Art Campaign 2. Trial markers for Eden Hall 3. Mountain top removal protest 4. Attended power shift conference in Washington D.C.
Clarkson University	<p>ECO</p> <ol style="list-style-type: none"> 1. Sell reusable water bottles and promote bottle reuse 2. Established Take it or Leave It Campaign (move out material reuse program) 3. Promote and attend conferences and protests (Power Shift, tar sand pipeline construction, fracking) 4. Helped to plan Moving planet Day (Sept 2011)
Colgate University	The Hamilton Outdoor Group (HOG) has worked with middle school students at Hamilton Central School to promote learning and teamwork in a friendly, environmentally educational way. They have focused on Leave No Trace principles and taught outdoor skills like shelter-building and safely building a fire. They have hosted several activities with the students such as outdoor scavenger hunts and orienteering that require the students to work together to accomplish their task. Through these activities, the group is helping kids learn how to interact respectfully with their peers and with Colgate student volunteers while still enjoying themselves.
Colorado State University	<p>Recent Projects include:</p> <p>A Dumpster Diving Open House, where students learned about excessive waste of reusable goods; and were encouraged to jump in a dumpster filled with (clean) trash, hats, games, books, knick knacks and more—then to take something home with them. That evening, Laura Pritchett, author of Going Green, lectured on the ethics, benefits and practice of dumpster diving.</p> <p>Publishing the Green Bulletin, a weekly update email for the campus community about programs and events related to the environment or sustainability.</p> <p>A monthly movie series has entertained and educated students from across campus.</p> <p>As collaboration is essential in sustainable communities, the SSC has built relationships across campus and within the Fort Collins community to promote sustainability. Coordination with CSU's student government and student groups like the SusDev organic garden, the composting club and the Coalition for Campus Sustainability has facilitated increased student participation and collaboration across groups.</p> <p>A SSC sponsored Green Grant funded an expansion of the composting project to allow more students to get involved.</p> <p>Earth Week events were co-organized with the Live Green Team, a group of student and housing staff volunteers who work together to take environmental action, and with the Warner College.</p> <p>Collaborated with the City of Fort Collins Climate Wise program and the non-profit Be Local to pilot the Student Conservation Assessment Program to train students to complete environmental impact assessments with small, local businesses.</p>
Cornell University	<p>Spring Fest, an Earth Day celebration, attracted hundreds of students to learn more about sustainability from various student groups.</p> <p>https://www.facebook.com/events/342873025769710/</p> <p>Cornell students helped to organize and participated in Power Shift New York, a state version of the national Power Shift held last spring, focused on "building grassroots campaigns for clean energy." http://ny.wearepowershift.org/</p>
DePauw University	<p>*DEC members volunteered on the campus farm.</p> <p>*DEC members gained approval for an EcoHouse in 2013.</p> <p>*DEC students help advertise and participate in Energy Wars 2013, including creating a large sign of all the dorms and Greek houses that were participating. The names of each participant were in velcro so that rankings were adjusted each week.</p>
Denison University	Earth Week Mania, Campus Community Garden, Bike Share Program, Fair Trade Store, Environmental Education Camps for Local 2nd Graders
Dickinson College	<p>The debut of the bike-powered coffee cart, which is called The Peddler.</p> <p>EarthNow hosts a monthly movie screening of sustainability-themed movies.</p> <p>The Idea Fund provided seed money for the bike co-operative on campus, The Handlebar.</p> <p>The Idea Fund hosted their first annual Formal Dessert, a dress-up party in the social hall, whereby students, staff, and faculty were entertained with fancy desserts and a thorough update on the fund's progress and work.</p>
Dominican University of California	<ol style="list-style-type: none"> 1) Organization of a campus-wide special viewing of the documentary "Call of Life", with a visit from the producer of the movie 2) Participating in gardening in the student organic vegetable garden 3) Distribution of re-usable mugs to decrease the usage of disposable cups at the dining hall
Duke University	<p>Environmental Alliance -</p> <ul style="list-style-type: none"> - Development of first Duke Green Book - online and print resource for all incoming first year students to learn how to live sustainability on campus - Eco-Olympics - annual waste, water and energy competition between first year dorms on Duke's East Campus - Real Food Campaign - assessing impact of food on Duke's campus and working to have the administration sign the Real Food Commitment - Environmental awareness events - screening of Gasland, Earth Hour concert, etc. <p>Duke University Greening Initiative -</p> <ul style="list-style-type: none"> - Development of Graduate Green Book - guide to green living targeted to different Duke graduate and professional schools - Outdoor lighting audit - completing an outdoor lighting audit with Facilities to transition campus completely over to LED lighting
Earlham College	<ol style="list-style-type: none"> 1. REInvestment (Responsible Energy Investment) campaign to divest from college coal investments. 2. Organized student trip to the Keystone Tarsands Pipeline protest in Washington, DC. 3. Worked with Center for Environmental Action to help formulate the college's Sustainability Plan. 4. Played a major part in organizing a Sustainability Fair at the beginning of the school year. <p>(all of these actions have happened in the past school year; 2011-2012)</p>
Eastern Connecticut State University	<ol style="list-style-type: none"> 1. Sponsored a public viewing of the movie, "Carbon Nation" 2. Participated in "Town Pride Town Wide", an annual town / gown cooperative effort to provide spring cleaning for the city of Willimantic and for the campus. 3. Co-sponsored the Earth Day 3 Mile Trail Race in Mansfield Hollow State Park to benefit "No Student Left Inside", an initiative aimed at getting students outside to appreciate the natural environment. 4. Represented students at meetings of the Green Campus Committee
Elon University	<p>Recent Sierra Club activities have included:</p> <ul style="list-style-type: none"> Volunteering at the local Conservators' Center in Mebane, NC Spending a weekend at Earthaven Ecovillage in Black Mountain, NC Planting and harvesting produce at the Elon Community Garden and the Elon Environmental Center Working at Timberlake Earth Sanctuary in Whitsett, NC

Florida International University	Organic Farmers Market Consortium - Weekly Farmers Markets during the Fall and Spring Semester S.E.A. - Campus Green Fee Advocacy Garden Club - Installation of educational gardening signage at the FIU Organic Garden IEEE at FIU - Renovated the 2005 Solar Decathlon house into a student project lab for building robots etc, all powered by stand alone solar!
Franklin College	Volunteer day at the Laghetto di Muzzano Sustainability forum during Earth Week Discussion led by Professor Zaneccchia on the Freedom Gardens in Malawi Pilot recycling initiative
Frostburg State University	1. Assisted with Arbor Day activities 2. Participated in Focus Frostburg- A Day of Workshops and Presentations on Sustainability Issues. 3. Worked with Aramark Campus Dining Services to create feasibility study on recycling and composting. 4. Supported and participated in FSU Appalachian Festival Symposium: Sustainability and Appalachia.
Furman University	-EAG hosted a fundraising contra dance, whose proceeds were donated to the construction of a potable water system in Esperanza San Antonio, Guatemala -Annual Coal Dump: EAG and members of Furman's Earth and Environmental Science Department calculated how much coal the average Furman student uses in one day, and placed that amount of coal in a large Christmas box on the steps of the James B. Duke Library in demonstration of per capita energy use. The coal is reused every year. -The group hosted Captain Charles Moore, oceanographer and founder of the Algalita Marine Research Foundation. Captain Moore lectured about his area of expertise: the massive anthropogenic plastic load located in the North Pacific Gyre, a far remote reach of the Pacific Ocean. -Annual Tire Pressure Check: On the last day of classes before the Thanksgiving Holiday, EAG hosts a free tire pressure check and air fill-up for all students, faculty, and staff in an attempt to increase fuel-efficiency and safety while driving.
Georgia Institute of Technology	Georgia Tech's Energy Club is the second largest, and faster growing Energy Club in the country. Key-note Speakers Series: A periodic lecture series in which prominent industry representatives present and discuss topics of interest. Industry Tours: Tours of local energy industry facilities (headquarters, power plants, substations, manufacturing/repair, etc.) Energy Conference: An event that brings together key leaders of every aspect of energy industry. Energy Career Fair: A career fair that brings recruiting opportunities to students from sponsors specifically in the energy industry.
Grand Valley State University	1. Zero Waste Football Game 2. Waste Audits 3. On-campus Composting 4. Water Bottle Initiative
Hope College	-Assistance in implementation of on-campus single stream recycling -Surveyed students regarding sustainability efforts on campus -Campus-wide plastic bag drive -Participation in National Recycling Day
Humber College	The club recruits new members by participating in 'Club Day', posting flyers on bulletin boards, and using social media tools. The sustainability club has a Facebook page primarily used to incite sustainability-related discussions among members. The club recently organized a clothing-swap which encouraged students to trade clothing and accessories they no longer use for items they will use.
Humboldt State University	The natural resources club goes out almost every Saturday and volunteers on projects such as, but not be limited to stream bank stabilization, invasive plant removal, highway and coastal clean-ups, spawning ground replenishment, and trail-work. The Natural Resources Club serves as an example that people can make a positive change in the natural environment. The California Waterfowl Association has hosted a speaker series that gave students and community members an opportunity to hear about conservation and research that is going on within and outside of Humboldt County. CWA has also arranged multiple hunter education workshops for the community which was attended by community members of all ages. The members of CWA also volunteer on many local projects at the nearby Humboldt Bay National Wildlife Refuge. The Campus Center for Appropriate Technology (CCAT) had over 20 workshops in 2011-12 on topics around appropriate technology that over 400 students attended, an increase of 25% over the prior year. CCAT also offered five eight-week classes in topics such as sustainable technology, green construction and organic gardening with an enrollment of 150 students. CCAT continues to host volunteer work days every Friday and had over 500 volunteers participate throughout the year. Over 1,000 individuals received tours of the CCAT facilities. The Waste Reduction Resource and Awareness Program (WRRAP) has aided the campus in its goal to help the campus reduce its waste. In 2011-12 WRRAP's Reusable Office Supply Exchange (ROSE) has saved the campus community approximately \$20,000 and served over 2,000 users. WRRAP continues to provide zero-waste event services and education to the campus community by consulting with groups to make events waste free and educating the campus community on waste diversion through educational signage at The Depot (campus dining location). WRRAP continues to provide educational opportunities to the University through its Compost Demonstration site, Take Back the Tap initiative and through numerous small events including: Clothing Swaps, Recyclemania, Seed Exchange and American Recycling Day. The American Water Resources Association does restoration work such as bank stabilization by planting riparian species and local redwoods, water quality testing, attend conferences to stay up to date on current water resource issues, and help inform the community about how to be water wise. AWRA participated in World Water Monitoring Day and contributed towards the worldwide data collection The Renewable Student Union is a project oriented organization that provides students opportunities to propose and implement energy related projects. RESU has outreached to assist on international projects in Bhutan providing hands-on work on grid share systems to help remote communities prevent brownouts with assisting in installation and education for international community members. RESU has also assisted with local business requests for sustainable energy projects such as solar thermal showers where RESU worked with the business to provide a cost-effective system specifically for that business' needs. ERESA raises funds for student events, organizes student social activities, provides financial assistance for tutoring and works with all other engineering groups.
Indiana State University	The Environmental club has participated in invasive species removal at a local park that includes old growth forest. They have also cleaned up garbage from the Wabashiki fish and wildlife area, every year the Environmental club has a booth at earth day.
Indiana University-Purdue University Indianapolis	Coordinated Campus Sustainability Day Events, October 24th, 2012 Developing Theme – "Year of the Bike" http://www.aashe.org/campus-sustainability-day/activities/campus-sustainability-day-year-bike (6) SSC Student Representatives attended the AASHE 2012 Conference, Investing in the Future @ LA Expo

Iowa State University	<p>1. Student groups have created, organized, and managed university-wide sustainability events for students, faculty, staff, and the public. Some examples are National Campus Sustainability Day (NCSD, http://www.iowastatedaily.com/news/article_3dbbea5c-1e2c-11e2-9d36-0019bb2963f4.html), during which various student organizations and businesses who promote sustainable practices visit with students on campus and discuss their initiatives. NCSD is organized annually by The Green Umbrella (TGU), which also coordinated Sustainapalooza (http://www.livegreen.iastate.edu/symposium/2012/), an event in Spring 2012 to educate visitors about the university's sustainability accomplishments and to provide resources for furthering sustainability on campus, as well as a tent for sustainable organizations to promote themselves to the community at VEISHEA, Iowa State's annual university-wide celebration (http://www.livegreen.iastate.edu/newsletters/docs/livegreen-newsletter-2012-05.pdf).</p> <p>Closets Collide also contributes to the many university-wide sustainability events that have been hosted on campus. Most notably, they organize an annual community clothing swap (http://www.livegreen.iastate.edu/newsletters/docs/livegreen-newsletter-2011-05.pdf).</p> <p>2. Another major recent accomplishment is the implementation of a multi-commodity residential housing recycling program in partnership with the Department of Residence. This is available in all our residential communities, and to support the program the GreenHouse Group has established infrastructure consisting of sustainability coordinators and recycling chairs, along with other resources. The GreenHouse Group currently maintains the recycling program in place for residents of the Department of Residence (http://archive.inside.iastate.edu/2010/0225/greenawards.php).</p> <p>3. A third activity is both university residence and Greek-focused initiatives and events related to sustainability. The GreenHouse Group is the main club focusing on mobilizing students living in university housing to live sustainably by organizing events such as RecycleMania and Earth Hour 2012 on campus. In 2011 and 2012 The GreenHouse Group coordinated Iowa State's participation in RecycleMania by partnering with the ISU Department of Residence, with the main goal of increasing recycling within campus residential housing. (http://www.livegreen.iastate.edu/newsletters/docs/livegreen-newsletter-2011-05.pdf, http://www.livegreen.iastate.edu/newsletters/docs/livegreen-newsletter-2012-05.pdf). Earth Hour was another event coordinated by The GreenHouse Group. The goal was to raise awareness about sustainability and to show the need to minimize our negative impact on climate change. The GreenHouse Group encouraged all students to shut off their lights for one hour in 2012, and during Earth Hour 2011 they also planned other events to promote sustainability (http://www.livegreen.iastate.edu/newsletters/docs/livegreen-newsletter-2011-05.pdf).</p> <p>Greeks Go Green has also coordinated events related to sustainability and helped raise awareness, but its main focus has been on Iowa State's Greek community. In September 2012 they coordinated a cleanup of Lake Laverne on campus, bringing together students to collect garbage around the lake (http://www.livegreen.iastate.edu/newsletters/docs/livegreen-newsletter-2012-10.pdf).</p> <p>4. Finally, ISU BioBus and Team PriSum have had recent accomplishments in promoting renewable energy and alternative fuels. In the spring of 2011 CyRide, the city bus service in Ames, started using fuel that BioBus created from campus dining services' used vegetable oil.</p>
Ithaca College	<ul style="list-style-type: none"> - Bomber Bikes developed a capital budget request for a bike shelter for campus and successfully "sold" the administration on the concept; the shelter was installed in May 2013 and has been in heavy use ever since. - Take Back the Tap petitioned the administration to commit to installing Elkay bottle fill stations whenever standard water fountains are replaced as a result of renovation projects. To date, more than half a dozen have been installed. - IC Net Impact conducted a series of "carrot mobs" in which they work with local businesses that commit to integrating more sustainable technology/equipment in exchange for Net Impact using its social media reach to drive increased traffic to the business. Net Impact also convinced the School of Business to implement "Carry In / Carry Out" in its classrooms - no trash receptacles are found in the rooms and users are directed to take their waste materials/recyclables/compostables to the waste separation stations outside the classrooms. -
James Madison University	<p>Sample accomplishments:</p> <p>E.A.R.T.H. Club has hosted E.A.R.T.H. Week, a week of student sustainability programming, and co-organized Food Day/Week, a series of student activities around national Food Day.</p>
Jefferson Community and Technical College	<ol style="list-style-type: none"> 1. Publishing a "Go with the Flow" bathroom flyer meant to target a captive audience and increase their awareness of suitability issues. 2. Participating in Carrollton's local parade by passing out seeds and collecting trash and recyclables. 3. Caving and learning about the endangered species in Kentucky caves. 4. Participating in the Ohio River Sweep. 5. Participating in the Coastal Cleanup.
Lawrence University	<p>Greenfire sponsored a campus lecture by the founder of Treehouse Homes, an organization that focuses on small space, sustainable living. SLUG recently received a contract with the campus food service company to supply a great deal of food to the cafeteria, including garlic and a large number of vegetables. The Environmental Responsibility Committee funded shower timers for every shower on campus to promote water conservation.</p>
Marquette University	<ul style="list-style-type: none"> • Engaging with administration, Dining Services, and a third party composting group to start a composting pilot project on campus. • Co-coordinator and sponsor of the Marquette Student Government's annual Green Week. SEAC also hosts a separate Green Week to correspond with Earth Day/Week. • Co-coordinator and sponsor of Marquette's fall Farmers Market series. • Engaged with administration and Marquette's Campus Kitchens chapter to build a campus garden pilot project.
Miami University	<p>Green Oxford members led the creation of Miami's first Presidential Task Force on Environmental Sustainability. Their members led a Beyond Coal campaign that helped secure approval of Miami University's first Sustainability Commitments and Goals, and their members have served on the university's Sustainability Committee since its creation, supervising the tracking and reporting of sustainability progress.</p> <p>Miami University's EDUN Live on Campus sold more than 25,000 shirts in a little more than three years.</p> <p>GreenHawks Media staff also have written "green" stories for The Miami Student, The Cincinnati Enquirer, CityBeat and Cox Ohio publications.</p>
Mills College	<p>Earth CORPS represented the student momentum and leadership behind bringing a compost program to the residence halls in 2011. Founded and have continued a student-run Re-Use Depot. This incredibly popular program is like a free store, where gently-used items can be exchanged. Ran a energy reduction campaign through Power Down Days and energy audits by Power Down Specialists. Are the student collaborators for Creek Care Days, work days to restore the campus creek. Co-host the annual Earth Week in April.</p>
Missouri University of Science and Technology	<ol style="list-style-type: none"> 1. Sustainability Day 2. Recycle Mania 2011 3. Earth Hour 4. National Action for Clean Energy Future
Muhlenberg College	<p>Creation of Tree House - sustainability living housing</p> <p>Watts Your Bergtricity Dorm Energy Competition</p> <p>Hikes</p> <p>Earth Day & speakers on campus</p>
Niagara College of Applied Arts and Technology	<p>Green Day: Each year the NEC hosts Green Day which is an event that brings together environmental leaders and key organizations and vendors who are promoting sustainability in the Niagara community. It's a great opportunity to learn about environmental issues in the community and on campus.</p> <p>Where Does That Waste Go?: This campaign is designed to educate students and employees about what waste types can be placed in each waste stream (blue bin, grey bin, composting, waste). NEC volunteers stand at various waste bins around the campus and direct students as to where they can place their waste. In addition, a display board with educational content about landfills, recycling and composting is paired.</p> <p>Earth Hour Campaign: The week before Earth Hour 2012, NEC volunteers set up stations at each campus to educate employees and students about energy consumption and energy conservation. They engaged students as to what they could do to make a difference.</p> <p>Great Canadian Shoreline Cleanup: The NEC participates in the national initiative, The Great Canadian Shoreline Cleanup to engage students, employees and community members about the dangers of shoreline litter. A local site is chosen in the Niagara Region, and volunteers gather to collect, sort, weigh and report the variety of waste items. This event occurs in September, and is a great way to introduce all new volunteers and engage them in a positive community oriented experience.</p>
Northern Arizona University	<p>Earth Week Celebration,</p> <p>Sustainability Speaker Series,</p> <p>Sustainability Documentary Series, NAU Blackout</p>

Orange County Community College	America Recycles Day Campus Clean-up
Oregon State University	<p>Energy Civil War An annual competition held between the University of Oregon and Oregon State University since 2009, the Energy Civil War uses elliptical exercise machines at each of the recreational centers to see which campus can generate the most electricity in a week. The event spreads awareness of the electricity generating power of the ellipticals and renewable energy information in general.</p> <p>Edible Container Gardening Workshops These hands-on planting workshops taught students how to start and maintain their own edible container garden. In addition to empowering students with the skills to grow their own food in limited spaces, the workshops aimed to reestablish the connection between farming, food and health.</p> <p>Bicycle Extravaganza This annual event, held in mid-May on the Memorial Union Brick Mall, brings together numerous bicycle-related groups from across Corvallis, providing everything from free tune-ups and registration to cycling club membership and decorations.</p> <p>Sustainable Film Festival Throughout April, the SSI hosted a series of four films to start discussions about some of society's most pressing issues: nuclear energy and waste storage, globalization, and environmentally safe food. Each film was followed by a different opportunity for viewers to learn more, get involved, and voice their opinions.</p>
Portland Community College	<p>Sylvania: Bench in Learning Garden Cascade: Bike shelter SE Center: Waste Audit kit Rock Creek: Learning Garden infrastructure.</p>
Portland Community College	<p>Sylvania: Funded Learning Garden tools & part of E-Cycle Event Cascade: Bike shelter SE Center: Waste Audit kit Rock Creek: Learning Garden infrastructure</p>
Portland State University	<p>- Hosting Social Sustainability Month: http://www.pdx.edu/wrc/SSM - Hosting a variety of events for new students during Viking Days: http://www.pdx.edu/sustainability/events/2013-09.</p>
Princeton University	<p>1) Greening Princeton Dinner Discussions - On a monthly basis throughout the 2008-2009 and 2009-2010 academic year, Greening Princeton hosted dinner discussion events in which professors made presentations on topics related to the environment and had open conversation with students afterward</p> <p>2) CFL Exchange - Every fall since 2008, Greening Princeton has collaborated with the Office of Sustainability to host a CFL Exchange, a day-long event in which students can pick up CFL light bulbs for their rooms to replace less-efficient incandescent bulbs.</p> <p>3) "Do It in the Dark" Energy-Saving Competitions - In fall 2008 and spring 2009, Greening Princeton collaborated with SURGE to host two week-long energy-saving competitions between the residential colleges - the first between Rocky and Mathey, and the second between Forbes and Whitman.</p> <p>4) "Trayless" Dining - In spring 2009, Greening Princeton advocated for Princeton Dining Services to remove trays from their dining halls. The group presented a study that demonstrated the substantial environmental and economic benefits that trayless dining can provide. As of summer 2011, all campus dining halls will be "trayless".</p>
Purdue University	<p>§ Greeks Get Green During the month of February 2012, the Purdue Student Government and Purdue Student Sustainability Council sponsored an energy saving and sustainability competition targeting 29 Greek houses on campus. Phi Kappa Psi won the "Sustainable Socialite" award by hosting the most registered parties while reducing their energy consumption the most. They saw a 3,800 kWh reduction compared to February 2011. Pi Beta Phi won both the "Green Gorilla" and "Percentage Best" prizes by having the largest total energy use reduction and the highest percent change in energy consumption. They had a 5,380 kWh reduction.</p> <p>§ Solar Decathlon A team of students designed, built, and entered a net-zero energy residential home in the 2011 U.S. Department of Energy Solar Decathlon. The team scored no less than 80 out of 100 points in each of the 10 contests and took home second place overall.</p> <p>§ Game-Day Recycling Boiler Green Initiative continued its efforts this year to increase recycling at football games. Student volunteers from the club spend game-day mornings passing out recycling bags and encouraging tailgating football fans to recycle. During the game the students man the recycling receptacles inside the stadium. This effort has led to over 92,000 pounds of glass, aluminum, plastic, and cardboard being diverted from a landfill over the past 2 years.</p> <p>§ Purdue evGrandPrix The Electric Vehicle Engineering Projects in Community Service (EPICS) team organized the Purdue evGrandPrix, a competition for students to design, build, and race electric vehicles. The event encourages students to get involved in engineering sustainable transportation solutions and also focuses on community outreach and education.</p>
Ringling College of Art and Design	<p>USGBC hosted lunch-n-learns throughout the year to learn sustainable architecture</p> <p>IIDA had Earth Day Smoothies with reusable bottles.</p> <p>SGA hosted Green Week event in February. Five separate events to promote sustainability.</p> <p>Water bottle collection (two days), plastic bag return for a reusable bag, fliers on why the campus needs to be green and how individuals can help, and free seedlings for planting.</p>
Rochester Institute of Technology	The group organizes an annual community wide electronics recycling event, conducts waste audits on campus, host awareness weeks - most recently they focused on the issued around bottled water. The group also organizes events for Earth Week.
San Diego State University	<p>Associated Students Green Fest week-long Earth Week festival engages more than 5,000 students in sustainability related activities from concerts to an art show.</p> <p>The Power Save/ Green Campus Academic Infusion Program reached more than 1,000 students through in-class presentations on energy and sustainability in 2011-12.</p> <p>In 2009 E3 helped establish a weekly Farmer's Market which now includes more than two dozen vendors and a free bike repair stand.</p> <p>The SDSU and UCSD USGBC chapters joined forces to audit and assist with the LEED OEMB certification of the Mission Bay Aquatic Center, which is jointly owned by the two universities.</p>
Seattle Central Community College	Institutionalized a sustainability fair which takes place each spring and caters to current students as well as the surrounding community.
Sewanee - The University of the South	Led a Ban the Bottle campaign on campus during the 2011/12 academic year.
Slippery Rock University	<p>PowerSave Campus Interns helped Sewanee win the TVA Innovator of the Year Award in 2011.</p> <p>The SRU Slow Foods student chapter gathers monthly for a local/seasonal shared meal and features a topical speaker (i.e. fermented foods, making bread, canning, etc.)</p> <p>Jennings Environmental Center Prairie Management - SRU AmeriCorps: Volunteers worked at the only managed and protected prairie in Pennsylvania right in our backyard at Jennings Environmental Education Center! They helped maintain this area during the winter months.</p> <p>Taking Back The Woods: Battling Invasive Species - SRU AmeriCorps: Volunteers went to Jennings Environmental Center to help eradicate the invasive species that have crept up in the park.</p>

Southern Illinois University Carbondale	Hosted a series of "Beyond Coal" campaign meetings and public information sessions; successfully lobbied for creation of Green Fee – which then led to creation of Sustainability Council and Sustainability Coordinator position; participated in anti-fracking demonstrations.
Southern Illinois University Edwardsville	1.Campus wide Sustainability Chats between faculty and students. 2.Sustainability themed Halloween dance. 3.Campus Sustainability Day Program. 4. Earth Week Celebration
Southern Oregon University	1. Winter Film Series Each winter term, ECOS hosts bi-weekly film screenings followed by an educational and informative panel discussion. This year, films range from "Climate Refugees" to "Waste Land" to "Connected" and touch on topics of waste diversion, sustainable living, urban gardening, alternative transportation, interconnectedness and social media, and more. Each film is attended by approximately 50-80 community members and students and is co-sponsored by our local food cooperative. 2. Earth Day Celebration ECOS hosts the university's annual Earth Day celebration, collaborating with groups across campus while also including community organizations committed to environmental stewardship and sustainability. Generally, about 30 groups table with interactive information, energy-saving tips, waste reduction suggestions and more. In the past, along with many others, we have seen clothing swaps, creative reuse projects, recycling demonstrations from the Jackson County Master Recycler program, and the planting of seedlings. Included in this celebration is the entire campus community, local live music and a drum circle led by the Native American Student Union. 3. Endowments Students have recently spearheaded a campaign urging the university foundation to invest our endowment in socially-responsible companies and divest all funding from fossil fuels. This campaign has been met with great university support and continues to progress. Two students will be presenting during the Oregon Higher Education Sustainability Conference in Portland, creating an Oregon-wide working group for students to begin campaigns at their own institutions with the guidance, input and support of other students across the state. 4. Community Garden and related programs Hosted by ECOS, SOU has an on-campus garden open to students and community members. This space provides (nearly-free) plots to grow produce, a year-round greenhouse, a shady space under an arbor for hosting meetings and classes, a fully-equipped tool shed, and various compost piles. This year alone, the garden has been home to two new, exciting programs: the Ashland Apiary Project and the Student Food Pantry. The apiary project, started by a graduate student, successfully brought three hives into the garden and, through the hiring of a professional beekeeper, will train 40 students in the fundamentals of beekeeping. The food pantry, started by the Civic Engagement Program, was able to secure two large plots in the garden to grow fresh produce for distribution in the pantry, open to all currently enrolled students. By partnering with the garden's educational staff, the pantry has been able to provide fresh fruits and vegetables to nearly 50 students in need (in just one term!).
St. John's University	1.Earth day events such as waste characterization study. 2.Student Move Out "Chuck it for Charity" food and clothing drive. 3.Maintenance of organic garden where all produce harvested is donated to St. John's Bread and Life Soup Kitchen.
St. Lawrence University	EAO held 'Trash on the Lawn' Day where they collected one day of trash from the common areas of the Student Center and then sorted it into categories such as compost, recyclable plastic, paper, etc. on the quad outside the student center. The students determined that the University could do a better job of recycling and that if SLU had a food composting system the University could cut down on an estimated 30% of trash produced. The Green House worked at a local CSA farm in the fall and spring, sourced food from the farm and cooked meals with local, season and organic ingredients Monday through Thursday each week of the semester. Rotating members of the campus and local community are invited as guests to these meals. The Environmental Conservation Committee of Thelmo proposed the 'Bottled Water Resolution' which resolved that the student body would support policies choosing municipal water services over bottled water and provide support for programs like hydration stations which provide filtered tap water to campus. The committee also secured funding from the student government to install another hydration station on campus. The Barn Good Thrift Store helps divert 2-3 tons of usable items from the waste stream each year during move out and they run a thrift store when classes are in session.
Stanford University	Students for a Sustainable Stanford (largest group): (1) Organized a survey to determine student visions for sustainability at Stanford over the next five years. Reported the results to the larger (faculty and staff) strategic planning committee. (2) Numerous Green Fund Grant projects, including an iPhone app that facilitates the reporting of leaks on campus and a free student-run campus thrift store. (3) VisionEarth (the annual Earth Day celebration) (4) Assistance with multiple waste audits throughout the year. For more detailed information and a list of accomplishments from other student sustainability groups, please visit the group-specific websites, which can be found online: http://sustainable.stanford.edu/student_groups
State University of New York at Geneseo	- On 4/21/12 Hosted a campus-wide Regenerative Energy Symposium, which featured guest speakers who addressed Hydraulic Fracturing, sustainability in higher education, entrepreneurship in regenerative energy, and building energy consumption. -Hosts the Kill-A-Watt contest every year -Directing a printer recycling program -Hosted a Clean Energy and Hydrofracking Awareness Night in the College Union to encourage student involvement in sustainable energy
Swarthmore College	Ecosphere started a green listserv, weekly newsletter, and monthly meeting to keep green groups in touch with each other. Mountain Justice led a divestment campaign. SwatFrackAction put pressure on the PA legislature to ban fracking. Good Food Club and Earthlust helped to organize 2 local food events involving the community. Green Advisors developed proposal to institutionalize their program.
The College of Wooster	Last spring, students successfully petitioned the Board of Trustees to stop burning coal. GreenHouse funds and runs the Vegan Co-Op, a free vegan meal open to all. They sponsored Reduce Reuse Recycle week, focused around AASHE's Campus Sustainability Day. The Water Bottle Committee, a branch of GreenHouse, has successfully rid campus of disposable water bottle sales with 'Flex' dollars, included in tuition.
The Ohio State University	The U.S. Department of Energy Solar Decathlon challenges collegiate teams to design, build, and operate solar-powered houses that are cost-effective, energy-efficient, and attractive. The winner of the competition is the team that best blends affordability, consumer appeal, and design excellence with optimal energy production and maximum efficiency. Ohio State's 2011 entry, enCore House, placed 5th.
The Ohio State University at Lima	Creation of on-campus community garden Creation of on-campus farmer's market
The Ohio State University at Mansfield	The group heads a campus activity to gather plastic bottles and other recyclables (mostly non-paper).

The Ohio State University at Newark	<p>The Recycling N.U.T.S. (Newark Ultimate Tree Savers) campaign is intended to raise awareness of recycling across campus, increase the amount of recycling on campus by both students and staff, hold student activities to create a relationship between the organization and the students body, and build a stable foundation for recycling in the future. Participation is open to both Ohio State University at Newark and Central Ohio Technical College students, and advisor positions are available for faculty and staff.</p> <p>Increased awareness of recyclables and campus receptacles and waste diverted from landfill.</p> <p>The Recycling N.U.T.S. (Newark Ultimate Tree Savers) campaign and student group is open to students of both Central Ohio Technical College and Ohio State Newark. Currently, the group is undergoing a leadership transition to replace graduated students. Activities are expected to continue for AY2013-14.</p>
The University of Georgia	<p>Go Green Alliance: Instituted the Green Fee, thereby creating the Office of Sustainability in 2010. Held Sustainability Socials in 2011, 2012.</p> <p>Student for Environmental Action: Initiated Bulldawg Bikes bike share program through a Campus Sustainability Grant in 2011. Initiated Light Switch Replacement program in 2012. Planned UGA Earth Week, 2009 - 2013.</p> <p>UGArden student organization: Helped start the UGArdens campus community garden in 2010 and continues to grow the garden in scope and volunteers.</p> <p>UGA Campus Kitchen: Helps fight senior hunger through serving meals through the Athens Area Council on Aging Grandparents-Raising-Grandchildren program.</p>
Towson University	<p>Lead by the Office of Student Activities, students from Adopt-A-Campus cleaned up various outdoor spaces in and around campus. TU Farm planted more vegetables and hosted several events at the dining hall</p>
Transylvania University	<p>Participated in I Love Mountains Day Planning to Green Storm one of the residence halls Regularly volunteer at FoodChain, a local nonprofit focused on sustainable, local food production Participated in the 50/60 Challenge - will be collecting scrubbies for FoodChain Partnering with sustainability office for Bike Month & R4 events</p>
University of Arkansas	<p>Created an on-campus community garden, which they manage and grow food in. They often make donations to the campus food pantry, meet monthly, and volunteer at neighboring farms.</p>
University of Arkansas at Little Rock	<p>Green Jobs fair, participation in campus student organization fair, level 1 energy audits for local businesses, co-host of campus Earth Day and Campus Sustainability Day.</p>
University of California, Davis	<p>CCE</p> <ol style="list-style-type: none"> 1. 2013 Sustainability Summit (The Campus Center for the Environment, in partnership with the California Students for Sustainability Coalition and the Office of Environmental Stewardship and Sustainability, coordinated the 11th annual Sustainability Summit, a forum to highlight the successes of innovative projects at UC Davis that contribute to sustainability for the campus, the community, the region and the world.) 2. Creation and publication of the CCE Handbook 3. Creation and/or coordination of sustainability-related internships, jobs, and research opportunities 4. Maintenance of a sustainability-related event calendar, as well as website with comprehensive listing of resources and organizations 5. Implemented the Resident Garden at Segundo with the help of Dining Services Sustainability office and Student Housing. The aim of the garden is to educate freshman about the importance of growing their own food and buying local, organic produce. 6. Passed a bill through the UC Davis Panhellenic organization requiring all sorority philanthropy events to be zero-waste. Work with the ASUCD Coffee House to purchase compostable plates, silverware, and trash bags to sell at-cost to the sororities. Coordinates with ASUCD Unit Project Compost to arrange the pick-up of compostable waste. 7. Implemented the Field Guide to Sustainable Living in Davis class, a student-led field trip based class that provided a comprehensive introduction to how to live sustainably in Davis to freshman and transfer students. <p>CSSC</p> <ol style="list-style-type: none"> 1. Responsible for the Education for Sustainable Living Program (The only student-run class offered at UC Davis, ESLP is a seminar series which hosts guest lectures by renowned educators, authors, environmentalists, and progressive thinkers.) 2. Advocated for responsible investing in the UC System 3. Hosted the CSSC Convergence in 2011 4. Coordinated the Environmental Club Showcase (fair featuring sustainability-related clubs and organizations on campus) <p>CalPIRG</p> <ol style="list-style-type: none"> 1. Collected signatures for a polystyrene-ban in the community 2. Promoted the Energy Services Corp campaign 3. Worked on a foodwaste campaign for clubs and non-profits 4. Worked on the "Ban the Bag" campaign
University of California, Irvine	<p>CLEAN created a presentation on "Environmental Issues" in the world's oceans that explained sea level rise, ocean acidification, nitrogen pollution, and plastics in the ocean with demonstrations for each of these topics. This new lesson and the group's existing "Water Cycle in California" lesson were both taught at the Orange County Water District's 2013 Children's Water Education Festival, held March 27-28, 2013, on the UCI campus. In the water cycle presentation, kids are split into "cities" and given a certain amount of money with which to buy enough water, energy, and environmental conservation for their towns. They learn the importance of sharing limited water resources. CLEAN volunteers presented to a total of about 300 elementary school kids over the course of two days.</p> <p>PowerSave Green Campus assembled a team of 10 students who represented UC Irvine at the Better Buildings Challenge Case Competition in Washington, D.C., on March 8, 2013. Sponsored by the U.S. Department of Energy, the competition challenges university teams to develop and present real-world business and technical solutions to cut energy waste and improve the efficiency in commercial buildings across the country. The team, calling itself the Energy Warriors, was among 14 university teams that competed to find the best solutions to energy efficiency challenges presented in four case studies. The case studies consisted of real scenarios, background information, and data provided by organizations in the Better Buildings Challenge program—a broad public-private partnership working to make America's commercial and industrial buildings 20 percent more efficient by 2020. See: http://www.eng.uci.edu/news/2013/3/uci-energy-warriors-go-washington.</p>

University of California, Merced	<p>2011 Residence Halls Water Competition: In collaboration with Engineers for a Sustainable World, AquaCue and The Office of Sustainability, Green Campus organized a Water Battle against the 9 Valley Terraces (Upper-Class Housing), challenging students to save water in their dorms by simply taking shorter showers, or turning off the water while brushing their teeth.</p> <p>UC Merced Castle Air Building Retrofit: Green Campus worked to improving the energy efficiency of UC Merced's Castle Air Building Retrofit. This is a huge building that houses planes such as the B-17 Flying Fortress, the B-24 Liberator, the B-29 Super Fortress, the B-26 Marauder and the B-25 Mitchell Bomber as well as the Mustang.</p> <p>Greenest Greek Competition: Fraternities and Sororities competed for the title of UC Merced's Greenest Greek 2012 by working to get the most sustainability pledges signed within a competitive 2 week period.</p> <p>Green Fiend BBQ The Green Fiend BBQ was a public outreach event that used some free food and activities to inspire chats with the sustainability related clubs, organizations, and departments. A highlight of the event was the Green Campus "bike blender" which enabled students to produce a milkshake by powering a stationary bicycle. Youtube video here: http://www.youtube.com/watch?v=Fms-H1ul7cM&feature=player_embedded</p>
University of California, Riverside	<p>Held Real Food Day with film screening of Food Inc., included Organic food and info with dining facilities and presentation on resources available at the campus library</p> <p>Organized a composting pilot project for post-consumer waste at the central dining plaza and the student garden</p>
University of California, San Diego	<p>The SRC has helped establish seven new hydration stations around campus. These stations are open 24/7 and deliver superb drinking water to refillable bottles.</p> <p>An emphasis has also been placed by the SRC to eliminate the sale of water bottles in all campus dining halls. The campus, working with the SRC, is currently in the process of the phasing out of the sale of water bottles and students are more encouraged to use re-useable bottles and the hydration stations on campus.</p> <p>The SRC has also pushed the elimination of the use of water bottles during UC San Diego's annual new student orientations. By giving out re-usable water bottles, new students are encouraged to come to UC San Diego with an increased awareness the importance of making sustainable in their daily life.</p> <p>In addition, the SRC has teamed up with UC San Diego's Associated Students to create the "Fracking Resolution." This resolution states that the university will not associate with companies that extract natural gas through means of "fracking," therefore encouraging companies to be aware of the negative environmental affects that "fracking" causes.</p>
University of Cincinnati	<p>Each year the groups work together as Sustain UC to organize a weekend-long, off-campus sustainability leadership retreat during the Fall semester. In Spring 2013, Leaders for Environmental Awareness and Protection (LEAP) spearheaded an effort to put on a Sustain UC Fair, which featured sustainability-themed carnival games from various student groups and community organizations. LEAP also hosted a large event for Food Day in Fall 2012 featuring free food and a photo-petition for the Real Food Challenge. Also during the 2012-2013 school year, UC's Engineers Without Borders group worked to build a two room school building in Burere, Tanzania.</p>
University of Connecticut	<p>EcoHusky has accomplished the following in the past year:</p> <ul style="list-style-type: none"> - Officers and members were active on the University Environmental Policy Advisory Council (EPAC), as well as several of its subsidiary workgroups (Recycling and Adaptation). Most notably, these students actively participated in the development of the formal Climate Change Adaptation portion of the University Climate Action Plan. To our knowledge, this effort represents the first by a US University to specifically address its leadership responsibility in climate change adaptation (as opposed to mitigation). -EcoHusky officers and members were active in planning the campus and community-wide Climate Impact Mitigation and Adaptation (CIMA) event in May 2012, which saw record attendance for its activities and was involved with over a dozen regional community groups in its scope. - EcoHusky helped coordinate food waste studies in several dining halls on campus, in order to raise awareness among the students about the large amounts of food thrown away in dining halls - EcoHusky also helped organize a bike ride in support of Earth Day, as well as the annual EcoHusky 5K to raise money for the Campus Sustainability Fund
University of Dayton	<p>Our student organizations focused on sustainability have recently volunteered in the annual campus Move Out program, brought a speaker to campus, created and implemented our annual Environmental Sustainability Week with educational events, films, and activities, and began a pilot recycling program through Terracycle for waste that isn't included in our commingled recycling system on campus.</p>
University of Illinois, Urbana-Champaign	<p>This year Red Bison took responsibility for managing the prairie planting near the University President's house.</p> <p>The SSC was a major contributor the the campus Revolving Loan Fund.</p> <p>Several student groups worked together to host outreach events like Food Day, Earth Week, and Go Green on Green Street.</p> <p>The Green Observer was restarted this year and published four issues.</p>
University of Iowa	<p>Engineers for a Sustainable World - designed and installed 4 rain gardens on campus over the past three years.</p> <p>Environmental Coalition - held a lecture series bringing sustainability-related speakers to campus in Spring 2013.</p> <p>Ulowa Gardeners - over the past three years, this group launched a student-run organic garden and contracted with UI Housing and Dining Services for sale of produce.</p> <p>Take Back the Tap - conducted a public taste test of bottled versus tap water this Spring 2013.</p>
University of Louisville	<ul style="list-style-type: none"> • In Spring 2012, GRASS organized a UofL contingent to participate in the annual "I Love Mountains Day" rally against Mountaintop Removal at the state capital, along with environmental documentary screenings and speakers, and participation in the Climate Change Teach-In (Photos: http://www.facebook.com/media/set/?set=oa.390688094298042&type=1). • UofL's Garden Commons group hosted a Spring 2012 Organic Gardening Workshop Series: Seed Starting (Febr. 8), Container Gardening (Feb. 29), Herbology (March 21), Spring Planting (April 4), and a Slow Food Harvest Party (May 2). Details: http://louisville.edu/uoftoday/campus-news/dates-set-for-garden-commons-workshops • In Spring 2012, the Renewable Energy & Energy Efficiency Club hosted a guest presentation by the Louisville Biodiesel Cooperative, and built and installed solar panels to power a greenhouse ventilation system at UofL's Garden Commons. Details: http://louisville.edu/uoftoday/campus-news/green-scene-students-make-it-happen-with-low-cost-solar. • A group of graduate students organized TEDxUofL: A CONVERSATION ABOUT THE FUTURE on Saturday, March 31, 2012 from 9am-5pm. TEDx is a program of local, self-organized events that bring people together to share ideas worth spreading. UofL's first TEDx conference addressed the "3Es for the Future: Education, Entrepreneurship & Environment," highlighting the skills needed in a global economy (Education), the habitat of tomorrow (Environment), and the enterprising spirit to make it all happen (Entrepreneurship). Hundreds of participants joined the live and video-streamed discussion with leading thinkers, researchers, practitioners and entrepreneurs. Details: www.tedxuofl.com. Archived videos: http://www.youtube.com/playlist?list=PLC34CC5CB4B6A6712&feature=playlist-comment

University of Maryland, College Park	<p>The SSC raised concerns about the sale of bottled water on campus with the University Sustainability Council and thus initiated formation of a cross-campus bottled water work group. The work group then developed a plan to standardize and install water-bottle refilling stations around campus.</p> <p>FRN collected and served 35,000 meals in its first two years on campus. In addition to its local success, FRN is also working with campuses around the country to add additional chapters. The first chapter was founded at the University of Maryland in 2010, and in the 2011-2012 academic year, three new chapters were added at Brown University, the University of California-Berkeley, and Pomona College. So far during the 2012-2013 academic year, six additional chapters have been added at Providence College, University of Texas at Austin, Scripps/Harvey Mudd/Claremont McKenna, Rhode Island School of Design, University of Michigan, and Rochester Institute. The group's founder, University of Maryland Student Ben Simon, was selected as a Social Entrepreneur of the Year 2012 by Univision.</p> <p>In spring 2012, MaryPIRG co-hosted a 400-person rally for wind energy in Annapolis, Maryland. The group organized buses to bring interested students to the rally. The rally was just one piece of a student campaign with participation from students at 11 University System of Maryland campuses comprising the Maryland Student Climate Coalition that has been advocating to pass the Maryland Offshore Wind Energy Act.</p>
University of Massachusetts Amherst	<ol style="list-style-type: none"> 1. Fossil Fuel Divestment Campaign got Foundation to commit to create a Committee on Responsible Investments 2. Student Farming Enterprise, Garden Share, and Permaculture Initiative established a new farmers market serving campus community every Friday 3. SGA helped ban plastic bags in all retail dining locations 4. UMass Student Food Advocates got Chancellor to sign Real Food Challenge
University of Minnesota, Twin Cities	<p>In December 2011, Campus Beyond Coal helped organize a drop off over 1,000 postcards asking Xcel Energy to use more renewable energy. The postcards were made as a response to Xcel Energy's Integrated Resource Plan, which explains where Xcel will source its energy needs for the next 15 years and is reviewed by the Minnesota Public Utilities Commission (PUC). The students' goal was to petition Xcel to transition from the Sherco Coal plant to more wind, solar, and energy efficiency.</p> <p>EcoWatch and Environmental Alliance worked together with Great River Greening, a local non-profit organization, to help restore Indian Mounds Regional Park. The native landscape restoration consisted in clearing and hauling Buckthorn, an invasive species, out of the park area as well as planting native species.</p> <p>Students for Design Activism is working on a proposal to construct small-scale vegetated roofs on the passenger shelters located at the Light Rail Transit stations currently under construction in the Twin Cities. These greenroofs would also help to beautify the LRT stations and enhance the branding of the Central Corridor as a "Green" line. The visible nature of these improvements would also help competitively place the Twin Cities on the forefront of embracing sustainable urban development. By bringing greenroofs down to a pedestrian level and scale, there will have an opportunity to attract and educate the public on the benefits of sustainable infrastructure. The benefits of greenroofs include providing an opportunity to collect stormwater that would normally enter into the city's stormwater collection system, reducing the surface area that absorbs heat to decrease in the urban heat island effect, mitigating air pollution, as well as many indirect social benefits such as job creation, aesthetics and well-being, social cohesion and food security.</p> <p>In April 2012 U Students Like Good Food hosted an Urban Agriculture Panel and free dinner on campus. The panel featured local experts from on urban agriculture to discuss pressing issues in the area. The event engaged the student community to learn more about local food systems and the effects their food choices have.</p>
University of Missouri	<p>*Sustain Mizzou held a Local Food for Local People Drive in conjunction with a Fresh Beets benefit concert. All proceeds went to buying fresh food from MO farmers which were then donated to local food banks and pantries.</p> <p>*As a part of Sustain Mizzou's Sustainability Week, Sustain Mizzou collected old electronics from from students and worked with Mid-MO Recycling will dispose of some large electronic items, which usually cost donors about \$20 to dispose, for free at the e-waste recycling event.</p> <p>*Sustainhouse is a project of Sustain Mizzou. The house will provide a creative, service-learning opportunity as a sustainable living community for six students. Residents engage in a year-long research project that will impact their lives, their peers and the Columbia community.</p> <p>*Tiger Tailgate Recycling (TTR) is collaboration between Sustain Mizzou, Landscape Services, the City of Columbia, N.H. Schepper's Distributing, and Mizzou Athletics. The goal of TTR is to provide a convenient means of recycling to tailgaters and other attendees of Mizzou home football games while educating the public on recycling and sustainability issues in our community. Sustain Mizzou provides the volunteer power with the assistance of employees and infrastructure (including golf carts, trucks, recycling bins, etc.) provided by Landscape Services. Volunteers are responsible for maintaining 250 recycling bins in various tailgating parking lots, distributing recycling bags and collecting all containers.</p>
University of Missouri, Kansas City	The coalition had five themed days of activities for Earth Week 2012, the students also participated in World Water Day 2012, they also hosted movies with sustainability focus such as "The 11th Hour" and "Dirt, The Movie" and also planted trees on campus in honor of 2012 Arbor Day.
University of Missouri, Kansas City	The coalition had five themed days of activities for Earth Week 2012, the students also participated in World Water Day 2012, they also hosted movies with sustainability focus such as "The 11th Hour" and "Dirt, The Movie" and also planted trees on campus in honor of 2012 Arbor Day.
University of North Carolina at Greensboro	<ol style="list-style-type: none"> 1. Vampire Energy Slayers program; 2. Creating a student "green guide"; 3. Outreach efforts at the Elliott University Center; 4. Recruiting at Sustainability Movie Series, with a student-only discussion of the film ("Revenge of the Electric Car") immediately after; 5. Two members serving on the Climate Action Plan team.
University of North Carolina at Greensboro	<ol style="list-style-type: none"> 1. Vampire Energy Slayers program 2. Visiting classes and info tabling at the EUC to recruit and raise awareness 3. Green Fund - Drafting a formal proposal and getting support cards signed 4. Hosting a post-screening discussion for the UNGC Sustainability Film Series
University of North Florida	<ol style="list-style-type: none"> 1. The UNF Biology Club helps conduct water quality testing in a small number of campus lakes. 2. The UNF Biology Club adopted Candy Cane Lake and does a periodic cleanup including the shoreline and the lake itself. 3. The SSCC conducted a number of field trips including a trip to an animal rescue sanctuary and a canoe trip on the Intercoastal in Jacksonville. 4. While doing some research regarding campus recycling, the president of the SSCC found a discrepancy in our recycling reporting and Physical Facility has since fixed the issue.
University of Ottawa	Bottled Water Free Farmer's Market Community Kitchen
University of Richmond	<ol style="list-style-type: none"> 1. To generate enthusiasm about Campus Conservation Nationals, members from the USGBC student group went to multiple residence halls to speak about the competition and introduce the energy dashboard to students. 2. The USGBC student group took a tour of the Solar Idea House in Richmond, Virginia. The house is Richmond's first LEED Platinum certified home. This was a great opportunity for the newly formed group to learn more about the green building industry and connect with a local practitioner. 3. Green UR held a composting demo with Backyard Farmers, a community partner, to teach students the art of composting. 4. Green UR participating in the Moving Planet Bike Rally in downtown Richmond to promote offshore wind power in Virginia.
University of San Diego	<ol style="list-style-type: none"> 1. Food Labeling in Dining Areas 2. Petitioning for reusable cups in dining areas 3. Green Office Certification pilot project 4. Composting pilot project
University of Texas at Arlington	<p>Earth Day</p> <p>Food Awareness and Education event with UTA volunteers</p> <p>Campus Sustainability day collaboration with Vegan society</p>

Activities and Events.xls

University of Vermont	BUG set up bike maintenance hubs around campus, more bike racks, and is working on a biking sustainability campus plan.
University of Washington, Seattle	Common Ground farm sets up CSA pick up shares on campus.. <ul style="list-style-type: none"> The Campus Sustainability Fund students approved projects that will improve campus sustainability. Funded student projects this year include a Biodiversity Green Wall, an on campus Yard Waste Composting site, Husky Sustainable Storms Bio swale project, the Biodiesel Cooperative, Student Sustainability Service Learning Liaison, more Bicycle Repair Stations, and a Rainwater harvesting system for the UW Farm. Earth Club created a map of U-District sustainable businesses. UBNA Restoration Group holds restoration work parties weekly to restore habitat in the on campus Union Bay Natural Area. The UW farm has expanded its growing space to 1 acre, and began selling produce to UW Housing and Food Services for use in campus dining halls.
University of Wisconsin-Milwaukee	WISPIRG has educated over 1065 kids K-12 about energy conservation and provided energy surveys and assessments to 216 homeowners and renters. Recent Ecotone projects include Kinnikinnic River cleanup and roof garden maintenance. Past EWB@UWM projects include: water distribution and treatment systems in Guatemala as well as rainwater harvesting and stormwater mitigation projects in Milwaukee. Emerging Green Builders designed the new Sandburg gardens and each year EGB hosts a bike-powered concert for students and a brown-bag lunch series featuring lectures on green building industry topics.
University of Wisconsin-Oshkosh	This student club is a critical sponsor for many sustainability events by obtaining student union space, helping with promotions and helping plan major event weeks. They also campaign for environmental causes; a recent example is that they have led 350.org climate change campaigns on campus and in the city. They are currently working with local schools on educating elementary students about renewable energy and sustainable living practices.
University of Wisconsin-River Falls	SALSA's activities include volunteering at the local gardens called "Grow to Share", attending sustainable farming conferences such as the MOSES (Midwest Organic and Sustainable Education Service) and SISA (Student Initiatives in Sustainable Agriculture), learning hands on skills at local farm tours, making and selling Sauerkraut grown by SALSA members, and other activities regarding sustainable agriculture. SALSA is advised by Loretta Ortiz-Ribbing and Veronica Justen Fossil Free Falcons held a discussion panel in mid-March and have been leading discussions with the UWRF Foundation recently. A divestment panel discussion is scheduled for Earth Week 2013.
University of Wisconsin-Stevens Point	1. The Sustainability Reserve funds of the Student Government Association were used for a variety of campus projects - Rethinking Recycling campaign, e-recycling program, bike rental program, Earth Day tree planting, sustainable garden, solar powered compactor and others. Each year, \$30,000 is provided for sustainability related projects. 2. The United Nations Student Organization (UNSO) of the University of Wisconsin -Stevens Point went to New York City to attend the National Model United Nations conference. The conference lasted five days and gathered more than 5,000 students from around the world. The trip was punctuated with a visit to the UN building. The country the UNSO was assigned to represent at the conference was Iraq. Organization members spent months researching different aspects of Iraqi government and political issues in preparation for the conference. The group was split up into different committees and each committee dealt with a different issue, for example peacekeeping, human rights, economic and social development and the environment. At the conference, delegates from each committee collaborated and wrote working papers containing the framework for formal resolutions similar to those passed by the United Nations. 3. The Student Wisconsin Education Association put on a professional development seminar about Differentiation. There were about 200 attendees. 4. HaSEAAC held their 11th annual fall event based on the southeast Asian or Hmong culture. The Hmong people have been in the Stevens Point area for over 30 years. There were over 350 people in attendance.
University of Wisconsin-Stout	Annually Greensense helps with: <ul style="list-style-type: none"> * Galloway Creek clean-up * Adopt-a-Highway clean-up * Campus Clean-up * Recyclable Art Competition * Film Festival * RecycleMania * Earth week! * Sponsoring environmental speakers SAEA is currently: <ul style="list-style-type: none"> *Planning development of a campus garden including funding sources *Collecting coffee grounds from the student center on campus to be used for local agricultural purposes *Helping the Child and Family Study Center with their garden *Working with Greensense for campus sustainability initiatives *Promoting awareness and accessibility of the local farmer's market The Natural Areas Club has: <ul style="list-style-type: none"> *worked to remove invasive species from a prairie site *planted a prairie in Eau Claire *helped with prairie seed collection near the Mississippi River The Sustainable Construction Organization has: <ul style="list-style-type: none"> *worked to educate its members on sustainable construction through attendance at sustainability summits *worked with the USGBC to become a recognized student organization to gain access to LEED materials, so students can become LEED certified professionals before graduation
Utah State University	The club began collecting recyclables from the tailgate area outside the football stadium in Fall 2013. The club assisted with planning the 2013 Earth Week, which included a film screening, sidewalk chalking, bike sale, outdoor yoga, and other events. Students from the club received Blue Goes Green Grant funds for a bike rack expansion at the student center in Fall 2012. Students organized a kickoff concert in Fall 2012. The event featured booths focused on projects funded by the Blue Goes Green fee.
Valencia College	The clubs from both East and West campuses participated in the 1) Tree Campus USA Planting Event, 2) helped organize Earth Day events on their respective campuses, and 3) took Field Trips to state parks. West Campus Horticulture Club 4) volunteered at the Orlando Wetlands Park Festival and 5) will be planting a butterfly garden planting event for the USGBC LEED for Schools Green Apple Day of Service on Sept 29. Valencia Volunteers 6) held a Leadership Academy volunteer day in which they removed invasive plants around Lake Pamela.
Virginia Commonwealth University	Get Your Butt Off the Ground campaign Neighborhood clean up campaigns E-waste recycling program MCV Campus Community Garden Green Unity (GU101) mini-seminars Monroe Park Earth Day MCV Campus Earth Day
Wartburg College	Eco-movie Night Lights Out Event Campus Sustainability Days Local Foods field trips
Wellesley College	- The Green Umbrella formed in 2011. - The Outing Club submitted a bike share project proposal to the green fund. It was accepted, and in the summer of 2012 we are implementing an institutional bike sharing program. The program is now being monitored by WEED and the Office of Sustainability - Students from WEED went down to the national conference "Power Shift".

Wesleyan University	<p>Middletown Urban Gardens planted over 400 flower bulbs in the Ferry St. garden site with the help of residents and began construction on 20 new 32 square foot raised vegetable beds in the Ferry St. site.</p> <p>WILD Wes's first project, beginning in the summer of 2010, was the design and implementation of a Permaculture-inspired sustainable landscape on a 0.8 acre courtyard in the center of Wesleyan's campus. At the end of the 2012-2013 academic year, the formerly barren and denuded site will be home to more than 20 trees and hundreds of edible or regenerative plant species. The site includes a gravity-fed rainwater catchment system, pathways lined with solar lighting, and five major ecosystems: a large public social space covered with no-mow, trample-resistant ground cover; a native wildflower meadow, a shrub and berry thicket, an Edible Forest Garden, and a native mimic of the Connecticut forest ecosystem. WILD Wes is currently preparing site analyses and designs of other areas on Wesleyan University's campus in preparation for the development of a second sustainable landscape site.</p> <p>WesFRESH successfully campaigned for more sustainable food options on campus and persuaded President Michael Roth to sign the Real Food Campus Commitment. This nationwide commitment pledges colleges and universities to buy 20% real food, defined as "local/community-based, fair, ecologically sound, and/or humane" by 2020. The commitment aims to get colleges and universities to use their purchasing power to support a healthy food system that strengthens local economies, respects human rights, ensures ecological sustainability, and facilitates community involvement and education.</p> <p>WesCycle launched in Spring 2012. Its bike generators have been used to power a number of events, including concerts, film screenings, blenders for smoothies, and even a waffle iron.</p>
Yeshiva University	<ol style="list-style-type: none"> 1. Community Garden: The Einstein Environmental Sustainability and Conservation club (EESC), along with the Bronx, Obesity, Diabetes and You (BODY) club built a community garden and encouraged other throughout Earth Week to help them prepare the garden for the upcoming growing season. 2. Themed Days: The Einstein Environmental Sustainability and Conservation club helped organize themed days throughout Earth Week. On Meatless Monday the club hosted a vegetarian potluck dinner to exemplify a healthy and environmentally-friendly meal. On Take the Stairs Tuesday the club put up posters and signs reminding students that taking the stairs can save energy. On Why Recycle Wednesday the club handed out free cardboard boxes for recyclables. 3. Builder Battles: The Environmental Society ran the event Builder Battles, an eco-friendly building competition through which students built sculptures using only materials that are recyclable in NYC. The goal of this event was to educate students about what is recyclable in NYC and to demonstrate how fun recycling can be. 4. Spring Hike: Yeshiva University's Environmental Society ran a Spring Hike at Harrisman State Park. On the hike students had the opportunity to experience beautiful views and enjoy the outdoors before finals.

D-2: Examples of Student Groups that Address Sustainability

Resonate has examined information from many colleges and universities experiencing high levels of student interest and activity in groups and organizations that promote sustainability themes, outside the strictly environmental arena. We've put together this list of organizations that are pursuing a broad vision of a sustainable world, viewed from the perspectives of business, engineering and public health, among others. Some of these are unique to their home institution, while others have formed as part of a national network of university-based chapters of the umbrella organization. We believe that this list should provide some ideas and inspiration about the kinds of student groups that are being developed, and thriving, on campuses across the country.

BUSINESS, ENGINEERING and RELATED FIELDS:

- **Net Impact** consists of undergrad, graduate, and professional chapters across the country. Net Impact is dedicated to improving the world by growing and strengthening a network of leaders who use the power of business to make a positive net social, environmental, and economic. They promote environmentally and socially conscious business operations and corporate responsibility
- **EcoAid on Campus** strives to empower students with the knowledge and tools to stay ahead of the business shift towards sustainability.
- **Campus Kiva's** purpose is to advocate for funds to promote decreasing international poverty through microfinance organizations.
- **Electric Vehicle Club** is dedicated to giving students experience with emerging plug-in hybrid electric vehicle and electric vehicle technologies.
- **Engineers Without Borders** partners with developing communities to improve their quality of life through implementation of environmentally sound and economically sustainable engineering projects, while developing internationally responsible engineering students.
- **United Students for Fair Trade** advocates for fair trade products, policies, and principles. The group's core objective is to raise the awareness of the need for fair trade.
- The **Emerging Green Builders (EGB)** is an interdisciplinary group of students, each with unique talents and diverse backgrounds. They examine and discuss passive design and renewable energy as they work to become the future leaders in the green building industry.
- The **US Green Building Council Student Group (USGBC Students)** allows both graduate and undergraduate students to encourage sustainable construction and renovation building projects. Members also get great benefits such as reduced student rates for LEED AP certification, networking and career support, seminars, and campaign resources.
- **Enactus** is an international non-profit organization of students, faculty and corporate leaders that focus on creating entrepreneurial sustainable solutions for community issues. Using business concepts, our group uses business solutions to develop community outreach projects to shape a better, more sustainable world. One of Enactus' projects is called 'Green Team' which focuses on green initiatives on campus and off campus.

PUBLIC HEALTH-FOCUSED:

- **REHAC (Rollins Environmental Health and Action Committee)** is a student-run organization at the Rollins School of Public Health that advocates reducing pollutants, pathogens, and physical hazards and promotes a harmonious relationship with nature.

They seek to improve and protect our living and working environment through locally-focused and collaborative education, action and reaction. REHAC maintains an organic food garden and has created a Sustainable Food subcommittee that organizes food-related education activities, collects consumer preferences on sustainability for the new green café opening at Rollins, and organized a CSA drop off point.

- **GlobeMed** connects students with grassroots organizations internationally to address health disparities, via a three-step process:
 1. Partner students with organizations in Asia, Africa, and Latin America
 2. Educate and train student advocates for global health equity
 3. Ignite action through global internships

OTHER SUSTAINABILITY FOCUSED GROUPS:

- **THE American Solar Energy Society** has university-based chapters throughout the country. USES hosts workshops, special events, and other educational programs on campus and in the community to inform folks of the importance of renewable energy and sustainable living to our environment and future generations. Their purpose is to educate, enlighten, and inform students and the community about solar and other renewable energy applications, green building, and other aspects of sustainable living.
- **VegAware** spreads awareness and understanding of the issues surrounding a vegetarian or vegan lifestyle and creates a community for students who live a veg lifestyle.
- **ASU Grow** is group of sustainable gardeners who learn to garden organically by doing. In exchange for garden space, water, seeds, and access to garden tools, members volunteer for the Arboretum at ASU.
- **Sustainability House** is a residential and academic community centered on a common dedication to the principles of sustainability which supports learning and action related to these ideas.
- **The Green Tower** is a special interest housing community for undergraduate students designed to promote sustainability and foster social entrepreneurship on the Babson College campus. Specifically, the Green Tower has begun initiatives such as converting Babson to all Fair Trade Coffee and creating a Bicycle Coop Program, as well as organized events such as the Green Rocket Pitch. Because many of its members live under one roof, the organization is a truly unique community and has become an incubator for progressive initiatives on the Babson campus. The organization's mission is to reduce the environmental impact of the Babson community as well as bring the idea of sustainability into the consciousness of future business leaders.
- **Slow Foods Chapter** is an international organization, founded in Italy, whose goal is to preserve traditional food knowledge, educate people on the importance of healthy, good food created from sustainable sources, and to nurture the community of people around the world for whom these things matter. The club holds bi-weekly meetings with communal cooking and the sharing of knowledge regarding cooking methods, history, and ideas for projects involving both the club and the entire campus.

Appendix E:

Eco-Rep Program Descriptions

Institution	Eco-Rep Programs: Peer-to-Peer Sustainability Education and Engagement
American University	Each month Green Eagles focus on a different sustainability topic and work on engaging their peers to build awareness and change behavior. Examples include helping students reduce water and energy consumption and promoting recycling and composting.
Auburn University	Sustain-A-Bowl is a month-long competition among the residence halls on campus to reduce energy and water use and to educate students living in residence halls about sustainability. Resident Assistants conduct outreach activities with the students in their halls in January and throughout the month of February to engage students in energy and water saving activities and to involve students in a range of events and activities related to Sustain-A-Bowl. These events can include such things as attending a presentation or a Campus Conversation on a related topic, conduct on-hall events such as a sustainable dinner, trivia night, or showing a film related to a sustainability topic.
Babson College	Eco-Reps are student representatives that are trained through team meetings to become environmental change agents. These students educate other residents in their community about environmental issues and encourage them to live in a more ecofriendly way. Goals of the program include enhancing students' knowledge and skills to successfully communicate sustainability to their peers, increasing overall student awareness of environmental actions and ways to effect individual and group change on campus, and institutionalizing environmental stewardship within the student body. Examples of the peer-to-peer outreach include: - Zero Waste Challenge - Eco Reps get members of their community to sign up to take the challenge of carrying all their was around in a Ziplock bag for an entire week. - Babson Unplugged - Eco Reps help spread the word on how to properly unplug and power down before winter break. - RecycleMania - Eco Reps create videos and provide face to face education about what is recyclable on campus.
Baylor University	The Sustainability Student Advisory Board (SSAB) acts as the conduit between the University, the University Sustainability Committee, and the Sustainability Coordinator and the student body. Members of the SSAB are responsible for putting together the Creation Week celebration, act as the sounding board for many university operations offices, and help shape campus wide sustainability efforts that directly effect their peers. The SSAB is also responsible for engaging with the student body to help garner support for and excitement about the sustainability program.
Bowdoin College	Bowdoin's EcoRep program serves the students in each first year residence hall. In addition, in 2011 Bowdoin expanded the EcoRep program to each College House, an upperclassman residence with which each first year residence hall is affiliated. The student EcoReps meet weekly to discuss sustainability issues and plan outreach events. Some events are full-campus affairs like Greenstock, an outdoor concert run on "green" energy, and some are more focused on specific classes or buildings like the "Energy-Saving Dorm Competition." Eco-reps frequently "table" in the dining halls and "dormstorm" within their dorms to interact with students more directly.
Brandeis University	Eco-Reps work to create events to help educate the campus in environmentalism and empower students to make a change in their lives. As a group, the Eco-Reps hosts events that range from Recyclegrams, Waste Sort, and other education opportunities. This program serves to allows students to educate each other in order to reinforce effective green habits on the Brandeis campus.
Bryant University	Students on Green Team and in the Science and Community Initiative work with a variety of other student organizations on campus, and with the student body at large, to train other students to be more effective at recycling, paper reduction, and energy efficiency. Each year they take on a different focus for the year. As a result of their efforts it is estimated that at least 10% of students have been directly affected. Additionally, Enactus competes each year in a national contest for program effectiveness, and has been recognized for their efforts.

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Carnegie Mellon University	Eco-Reps is a student group focused on encouraging the Carnegie Mellon community to live more sustainably on campus. Members are encouraged not only to participate in Eco-Reps events, but to create and plan events themselves. Eco-Reps are encouraged to be sustainability ambassadors for their residence halls and to plan programs for their dorm-mates. Recent Activities: Zero Waste Monitoring at the Ceilidh Chili Cook Off and Tailgate Party Zero Waste Composting Training Canvas Bag Giveaways "Unplug Your Cell Phone Charger" Campaign Plastic Bag Reuse/Recycle Program
Chatham University	An important aspect of being an Eco-rep is participating in the annual energy competition. The Eco-reps answer any questions on how to reduce energy consumption as well as guide activities throughout the six-week long competition. The Eco-reps are responsible for bulletin boards in the residence halls and post information for various sustainability-related/focused events throughout the year. The Eco-reps are also responsible for making sure students living in residence halls participate and are knowledgeable on Chatham's annual recycling competition, RecycleMania. In general, the Eco-reps are there to answer any general sustainability questions that students may have.
Colgate University	Colgate's Green Living program promotes individual sustainable behavior at Colgate University in a fun and competitive way by providing a "green living" rating system, online resources, and how-to-guides. The program raises awareness around issues of sustainability in residential halls and provides online support, resources, and tools to aid Colgate students in their pursuit to be more sustainable. The program seeks to connect individual behaviors on campus to Colgate's overarching sustainability commitment. Students register for the program online, and are then contacted by an Eco-Rep who serves as an ambassador to all students in the hall interested in "going green."
Colorado State University	Eco Leaders are students in the residence halls who help raise awareness about sustainability issues and encourage environmentally-responsible behaviors for an academic year. There is one Eco Leader per residence hall who helps educate students in their hall about sustainability issues such as waste reduction and energy conservation, and helps plan activities and campaigns.

Denison University	<p>The Denison Sustainability Fellows Program trains student leaders who model and promote environmentally and socially responsible behaviors in the residence halls and other university facilities by educating their peers and getting engaged in hands-on activities that benefit the whole campus community. This new program at Denison represents a unique collaboration between The Office of Residential Education and The Office of Sustainability.</p> <p>Activities:</p> <ul style="list-style-type: none"> • RecycleMania • Operation Move-Out & Operation Move-In • Water Wars & Energy Wars • Conduct sustainability tours on high visitor days: Parents Weekend, Alumni Weekend, etc • Develop an environmental social change workshop for a weekend, right before/after school gets out, and/or within a residence hall on a weekend. • End of school year paper drive to capture items that students would normally throw away. • Linking up with outdoors clubs for events like hiking. • Linking talks/events with departments e.g. speaker about how the politics of climate change with poli sci department or whether or not it is financially beneficial to retrofit a business with the math/econ departments. • Potluck + talk • All local meal in dining hall or residence hall once a month • Sustainability related movie screened in the residence hall common room • Light bulb exchange: students can trade out an incandescent light bulb with a CFL • "Green Leaves Program"- Students who meet certain requirements get a sign to display on their door. Requirements could be that they have displayed recycling or other environmentally friendly habits. Idea could also be translated to be for a room, rather than just one person, where the whole room is "green certified." • Plastic bag recycling • Residence hall trash & recycling sort • Ecofair - different events , but in place of tickets, students must donate a recyclable • Water taste test- students have to guess if the water they are testing is from bottle, tap, or filtered tap. • Black out: encourage students to turn out lights, and meet outside for s'mores/hot chocolate • Intrahall clothing swaps/stuff swaps
Duke University	<p>Students for Sustainable Living (SSL) is a student employment program run by Sustainable Duke. SSL is a paid, 15-member student corps dedicated to "greening" Duke's campus culture through education and outreach with the ultimate goal of reducing the University's environmental footprint. A team of graduate and undergraduate students work approximately 3-5 hours per week throughout the academic year and receive between \$8 and 10 per hour. Students learn about current sustainability efforts at Duke and select an area of campus sustainability that they are passionate about. Working in teams, students design and implement campus sustainability projects throughout the year. Past projects have included a staff sustainability education program, a green dining award, a showcase "green dorm room" and creating eye-catching signs with sustainability messages at key decision-making points across campus. SSL creates change by researching, meeting with administrators and creatively outreaching to the Duke community. As a strong, collaborative community, SSL participants meet together weekly, along with the Sustainability Outreach Coordinator, to share updates and ideas.</p>
Elon University	<p>The Eco-Reps program is a peer education program dedicated to raising awareness of sustainability issues and encouraging environmentally, socially and economically responsible behavior. Eco-Reps educate their peers about environmental issues, such as population growth and waste generation, through Sustainable Living lessons as requested by faculty and staff for appropriate classes and related programs and activities in coordination with Residence Life staff. Eco-Reps also assist in the development and execution of various environmental sustainability awareness activities on campus. Outreach activities have included sustainability themed bulletin boards in the residence halls, Lights Out Bingo, Landfill on the Lawn and promotion of POWERless and RecycleMania.</p>

Georgia Institute of Technology	From research to grand challenges, documentary films to exercise, the Think Green Week is a week of free events to increase awareness and educate our community about living green, for the entire campus community to enjoy.
Grand Valley State University	This past fiscal year has focused on the action of removing pizza boxes from the waste stream. Eco-reps educate the residential housing community about why contaminated boxes need to be kept out of recycling and then facilitate collection and diversion to the compost dumpsters.
Indiana State University	We developed an Eco-Reps program at Indiana State University. These students were committed to volunteering 3-4 hours a week for the academic year. The students were partially selected to represent different groups on campus including Greek Life, different cultural groups, and residence halls. The students had to develop a personal project to work on throughout the year and participated in our Institute for Community Sustainability programs such as Earth Day, Eco-Cops, and other outreach events.
Ithaca College	Eco Reps meet once a week and at each meeting they are introduced to a new environmental topic. They help plan activities on campus and brainstorm actions to be taken in the residence halls each semester. Eco Reps are also trained to be CRT crew members (Compost, Recycling, Trash) in our campus food court and at other special events throughout the year, such as Food Frenzy. The CRT crews wear a name badge and "guard" the trash receptacles while encouraging students to sort through their waste and compost as carefully as possible. Through proper signage and educational explanations, we reduce the amount of waste going to landfills and increase the amount going to recycle and compost bins.
Miami University	The Green Team consists of three to four student employees led by a graduate assistant from the Institute for the Environment and Sustainability. The Team engages in both student and employee outreach activities. They work for and are trained by the Director of Sustainability and Energy Conservation in the Physical Facilities Department. Sample activities include: tire inflation events that included a handout on the relationship between tire inflation and gas mileage, manning recycling bins at football games, manning a booth at a cafe to instruct on composting and recycling, and handing out candy canes with tags containing reminders to power down for the winter break.
Mills College	<p>Eco-Reps are residential students who raise awareness about ecological issues, encourage environmentally responsible behavior in their halls and peers, and plan related events and activities. The Eco-Reps are a resource to the residents who are exploring how they can make a positive impact through their daily lives and environmental stewardship.</p> <p>This year, Eco-Reps are working in the two residence halls focused on first year students. Students are grouped into themed Living Learning Communities (LLCs). The Eco-Reps give presentations about sustainable living to each LLC, including training on recycling and compost sorting, a brainstorm on energy conservation, and the presentation of juxtaposed images representing different daily choices and how they affect the planet and communities. They also do silent programming, posting information and compelling images in the halls. They conduct trash room audits and adjust signage. The Eco-Reps plan hall-wide events to engage students in ideas and campus programs dealing with creek restoration, energy and water conservation, waste diversion, healthy and local food, and community connection.</p>
Missouri University of Science and Technology	<p>Missouri S&T students provide peer-to-peer sustainability outreach and education through the university's One Book Program. Some sample programs from 2012 based on sustainability are described below:</p> <ul style="list-style-type: none"> • Campus Power Plant Tour- Students toured the campus power plant and learned about electricity usage and plant operational information. • Box Fort Mania- The Resident Assistants collected boxes & reused them to create a fun box fort building program in. The program promoted the concept of reusing materials. • Clothes Drive- Resident Assistants arranged for collection sites in the Residence Halls to promote clothing donation.

Niagara College of Applied Arts and Technology	The Sustainability Ambassadors is an education outreach program committed to engaging Niagara College students, employees and community members about sustainability by promoting education, exploration and involvement. Understanding how to integrate sustainability principles into everyone's lives is important, and the Ambassadors are able to effect positive and continual change. Through the Student Sustainability Ambassador Program, students will be able to walk away with a wide variety of experience ranging from leadership, team-work, organization, engagement, and collaboration. Some of the peer to peer outreach programs include campaigns to engage employees and students to sign the sustainability pledge, and complete the Sustainability Literacy Assessment, engaging employees and students to participate in Earth Hour, educating students during the "What Goes Where Campaign", where students and employees are educated as to what waste types can be placed in what waste stream and campus tours for students and employees to highlight sustainability initiatives across campus. All sustainability related events, campaigns, information sessions, etc. held on site are hosted by Sustainability Ambassadors.
Northern Arizona University	The role of the Eco-Rep is to provide peer to peer education on how to live more sustainably in NAU residential communities. Topics will include energy and water conservation, recycling, and other relevant environmental issues. Eco-Reps will serve as a resource that role models and promotes environmentally conscious behavior within their residential community/area. They will also assist students in becoming aware of their everyday lifestyle choices and understanding the effects an individual can have on the environment, specifically in their residence. The goal is to promote behavior changes that will continue beyond the time they live at NAU. The Eco-Rep position will be an opportunity for residential students to develop leadership skills and gain knowledge on sustainability and the environment to share with others in their residence hall and in the NAU community.
Oregon State University	The OSU Student Sustainability Initiative (SSI) is a student-fee funded, student-coordinated program within the Department of Student Leadership and Involvement that works to advance student efforts to create a culture of sustainability at OSU. This work falls into three general categories: (a) actions and campaigns directly influencing OSU's sustainability, (b) education on sustainability issues, and (c) empowerment of students to tackle their own vision of a better world.
Portland Community College	The Associated Students of Portland Community College designates student leadership positions for all 4 campuses that address issues associated with sustainability.
Portland Community College	The Associated Students of Portland Community College designates student leadership positions for all 4 campuses that address issues associated with sustainability.
Portland State University	<p>The Sustainability Leadership Center's mission is to integrate sustainability into the student life experience at Portland State University. The SLC is built around three core student leadership programs: The Sustainability Volunteer Program (SVP), The EcoReps Program in partnership with University Housing and Residence Life, and the Student Sustainability Leadership Council (SSLC). The SLC also utilizes partnerships with departments and student initiatives across campus to create a web of opportunities for student leadership development through programs, events, and projects.</p> <p>SLC programs are led using a peer-to-peer mentoring model that forms connections between student leadership, sustainability education, and learning organization theories. With support from the Sustainability Leadership and Outreach Coordinator, six student staff and one graduate assistant offer students opportunities to take part in creative sustainability-focused initiatives that benefit the PSU campus and surrounding Portland community. Each SLC program is unique in terms of learning focus areas and leadership processes. Together, the core SLC programs offer a web of opportunities for students to develop their own unique sustainability leadership identities while creating momentum toward campus sustainability goals.</p>

Princeton University	<p>The Princeton University Ecology Representative Program (Eco-Reps) was founded in 2004 in conjunction with Princeton Facilities. The mission of the Eco-Reps is to promote campus recycling, reduce the amount of waste generated and contamination of recyclables, and increase sustainability through research, education, and providing the campus community with the tools necessary to implement greener practices.</p> <p>Examples of the EcoReps' peer-to-peer outreach activities include:</p> <p>Recyclemania: Each year, during this annual 8-week competition, the EcoReps work with Building Services to measure and compare Princeton's recycling efforts against other campuses across the country. The EcoReps conduct campus outreach through social media to encourage participation and provide regular progress updates.</p> <p>End of the year recycling: To reduce the amount of move-out waste, each year the EcoReps work with Building Services to place collection bins at about 20 sites across campus. Students are encouraged to donate books, school supplies, clothing, unopened food and toiletries, furniture, and other reusable materials.</p>
Ringling College of Art and Design	All residents are assigned an Upperclassman peer mentor for sustainability focus within on-campus residential living. Student Resident Assistants (RAs) live in residence and work together to create the most comfortable, supportive, and responsive living environment possible. Examples of activities are the following: green living, sustainable out-door experience, wellness, etc.
San Diego State University	Associated Students Green Love Campaign supports a weekly educational outreach site with peer to peer education and a monthly lunch series to educate students on sustainable living, career and research opportunities, and regional sustainability issues.
Sewanee - The University of the South	The Environmental Residents are volunteer student leaders in dormitories. Their primary responsibilities include educating students in their area about environmental issues, acting to encourage sustainable living, and coordinating their building's recycling program. They also plan and execute sustainability programs in the residence halls.
Southern Oregon University	Through the Ecology & Sustainability Resource Center (ECOS), peer-to-peer outreach activities are available to all students on campus. In collaboration with other sustainability-minded groups on campus, student educators mainly offer outreach, education and support in the areas of recycling and waste reduction, water consumption, gardening, healthy eating, climate change, bicycling, recycled art, divestment efforts, and environmental policy. ECOS provides peer-to-peer outreach through film screenings and discussions, cooking demonstrations, hands-on workshop series, general presence in the student union during important events, gardening workshops, group bike rides, recycled craft events, and signature-gathering for various campaigns.
St. John's University	Students are trained in recycling practices of the university, as well as energy conservation, and composing.
Stanford University	The Green Living Council is a group of trained students who act as "Green Living Coordinators" for individual dorms and provide environmental education and outreach to dorm members. Examples of the peer-to-peer outreach include administration of the university's Green Living Pledge, kick-off presentations during New Student Orientation, and organization of the annual "Conservation Cup" event. All undergraduate dorms are served by Green Living Coordinators, and 96% of undergraduates live in campus housing (6887 undergraduates in 2010 - 2011).
Swarthmore College	In 2011 Green Advisors operated as a student organization. They organized events, put up a bathroom digest, oversaw composting in the dorms, drying racks, and started a plastic bag recycling collection.
The College of Wooster	First year seminar professors volunteer 10 minutes of class time for an Ambassador to give a brief overview of sustainability on campus. Their ten minute talk covers everything from the bus system to vegetarian dining to sealing kits for drafty windows in the winter.
The Ohio State University	Each of the residence halls have a student government (Hall Council). Each of these Hall Councils has on their executive board a Sustainability Chair. The chairs are responsible for three general events each quarter based on that quarter's sustainability theme. In 2011-12 Autumn Quarter's theme was Energy Conservation, Winter Quarter was Recycling and Spring was water conservation. In 2011-12, the three events in their residence halls expected each quarter from each chair were 1) a sustainability themed presentation, icebreaker or discussion at a Hall Council meeting 2) a "Door to Door" which was an outreach where Chairs went to each student room and promoted some aspect on sustainability in a creative way 3) A Hall wide program with a sustainability theme.

Eco-rep Program Descriptions.xls

Transylvania University	<p>Students conduct "audits" of student, faculty, and staff spaces. For commuter students, auditors can simply talk through the audit with the participant since it often isn't reasonable to expect the audit to take place in the participant's room. The behaviors highlighted in the audits change from year to year, though recycling is always included. The student volunteers earn rewards based on the number of audits they conduct. The audit participants have a Recycle + sticker placed outside their door, and are entered in a prize drawing.</p> <p>This program is offered most years, though not all.</p>
University of Arkansas	<p>Ten (10) students from diverse fields of study were hired to serve as interns for the Office for Sustainability in the Spring 2013 semester. Interns spearheaded their own sustainability events, programs, and projects, as well as collaboratively worked to accomplish goals set forth by the Office for Sustainability. Peer-to-peer outreach in the form of events; programs and projects include sustainability capstone research conducted via internship positions; RecycleMania; an e-Waste drive to collect and sustainably dispose of or reuse old electronic products; a book drive which resulted in the recycling or selling of several unused books; a Sustainability Open House event in which students were invited to eat and learn more about the Office for Sustainability, all that OFS does for the campus, and how they can get involved; Campus Conservation Nationals- a competition to reduce energy usage on campus; etc.</p>
University of Arkansas at Little Rock	<p>UALR provides student peer-to-peer sustainability outreach and education through two venues: UALR Sustainability Committee - Choices for Sustainable Living discussion course The course was offered to 11,050 students The UALR Sustainability Committee has one graduate student Eco-Rep and three undergraduate student Eco-Reps to provide outreach to the student body. These students coordinate programs to raise awareness about sustainability, such as courses for all students, competitions, and more. The student educators received training by previously participating in the discussion course. The UALR Sustainability Committee provides staff support and purchases the necessary books for the discussion course.</p>
University of Calgary	<p>The Residence SustainabilityON Coordinators program branched off from the SustainabilityON Coordinators program as value was seen in creating a student only network within residence with tools and training being specifically tailored to their needs. They share information with other residents and coordinate participation in challenges such as the PowerOFF Challenge, RecycleMania and Water Wars (as part of Campus Conservation Nationals). The program is currently being coordinated by Charlene Chia, Residence Life Coordinator for Residence Services and Elise Hetu, Sustainability Engagement Coordinator for the Office of Sustainability. Students participating in the program who contribute 20+ hours are eligible for credit on the Co-Curricular Record (CCR) which is an official document that records students' out-of-classroom experiences. The Office of Sustainability has provided a budget of \$1,500 for the year for workshop supplies and motivational prizes for challenges.</p>
University of California, Davis	<p>The Waste Reduction & Recycling Program provides assistance to campus in regards to waste reduction & recycling. The campus has a goal of zero waste by the year 2020, one core piece of information that this program tries to promote. Staff provide training on ways to increase diversion rate and reduce waste to multiple campus entities via presentations, active assessments and evaluations, interactive activities, and many more. Students involved in the program have the opportunity to interact with campus members in many different ways. The students are provided training when they join the program to ensure that they are equipped with the information and basic skills that they need in order to successfully disseminate information throughout campus about waste reduction efforts. The students are a resource to campus members on the topic of zero waste. The students interact with a wide range of campus members, from students to staff and faculty to campus visitors. Students are involved in face to face interactions with campus members in a variety of settings, including sports events, zero waste events, departmental recycling and composting training, general recycling questions that are directed towards our program, and many others.</p>

University of California, Irvine	<p>EARTH Reps is a sustainability leadership program for freshmen living in the dorms. Being an EARTH Rep allows the student to become a liaison between campus sustainability and his or her dorm. This student-led program aims to train emerging young sustainability leaders; expand campus awareness of the framework of sustainability; and build community among students, staff, and faculty. There are two levels of peer-to-peer education in this program. The first involves student sustainability organization leaders and UCI Environment Institute student staff educating EARTH Reps on a different sustainability topic each month. The same leadership also assists EARTH Reps in planning an action project to complete throughout the month. This is where the second level of peer-to-peer education happens. The project the EARTH Reps complete entails taking what they learned and educating their hallmates and classmates.</p> <p>The program is offered to all freshmen with the goal of having one EARTH Rep for each of the 53 residence halls. During the 2012-2013 academic year, 200 freshmen were reached.</p>
University of California, Merced	<p>The Alliance to Save Energy's Green Campus program at UC Merced is on the cutting edge of sustainability. The program has four primary pillars of focus: energy efficiency, water conservation, green work force development, and academic infusion.</p> <p>Peer-to-peer outreach activities have included tabling, electronic outreach, fraternity/sorority partnerships and movie nights.</p>
University of California, San Diego	<p>The Econauts are currently 10 students who work on sustainability projects for UCSD Housing, Dining and Hospitality (HDH). The Econauts have multiple functions. They provide resources to student leaders and help develop sustainable events, information, and projects. Examples of the resources they provide include: tabling at events, teaching in ways that are fun and informative forming competitions between residents, guiding tours of sustainable features on campus, funding for sustainable events, funding for student projects that make HDH more sustainable (this has included water capturing programs, hydration stations for clean cold tap water refills, and student gardens) and creating newsletters, videos and pre-made presentations for events and bulletin boards. The Econauts also work on making HDH more sustainable, for example Econauts provide training for staff (for example dining, custodial, and resident advisors), certify HDH's locations as Green Businesses, run waste management programs, analyze and suggest more sustainable options for current HDH practices/products and help facilitate student communication with HDH.</p>
University of California, Santa Barbara	<p>The Sustainability Internship Program provides the opportunity for students to develop and implement their own campus sustainability projects and to execute educational campaigns for their peers and other key campus stakeholders on the underlying issues and proposed solutions. Examples of this includes the Watershed Action Project, where student interns installed aerators in sinks across the campus to reduce water consumption and then, through an educational campaign, taught their peers and other stakeholders about water efficiency measures and strategies to improve water quality through reduced pollution. Peer to peer strategies included workshops, campus field trips, presentations in student org meetings, and a "Water You Doing?" Awareness week where posters were placed throughout the campus with water facts, and students tabled to their peers throughout the week. Each year, students in the internship program take on different awareness campaigns.</p>
University of Connecticut	<p>EcoMadness is a month long competition held in six dorm areas around campus encouraging students to reduce their usage of energy and water. Students who are particularly interested may volunteer to be EcoCaptains to motivate their peers from within the dorm. At the end of the competition the dorms that were able to reduce their consumption of energy and water the most receive an ice cream party and energy offsets are bought for the amount of carbon offset by the competition.</p>
University of Dayton	<p>The River Stewards engage the campus and the greater community in a dialogue about our water resources. Past activities include river paddles, educational outreach in local K-12 schools and on campus, and project-based work. An example of a River Stewards' successful project would be the design and implementation of our campus bike share program. The Stewards are currently starting a new project that focuses on our excellent tap water in an effort to curb bottled water use on campus.</p>
University of Illinois, Urbana-Champaign	<p>This program offered an opportunity for students to get hands-on experience with weatherization technologies for energy savings and technology. There were teams of 2-4 students with team leaders assigned to do energy audits of small buildings on campus. They were trained on the items to look for during their audit, provided with a checklist of topics to review, and led by a student employee under the Facilities and Services Building Maintenance division. Each team created a report that led to physical improvements in the buildings.</p>

Eco-rep Program Descriptions.xls

University of Iowa	The UI Office of Sustainability conducts training with Resident Assistants (RAs) to inform them of resources available for sustainability programming, including the sustainability toolkit. The toolkit includes the Green Event Guide (PDF), Green Teams Programming Ideas, Bulletin Board Designs, Talking Points and the UI recycling guide. An example activity is a planning guide for a fair-trade chocolate and coffee tasting. RAs have used the guide to hold an event where student residents learn about the benefits of fair-trade products while tasting the products.
University of Louisville	<p>Eco-Reps is a new, ongoing peer-to-peer sustainability outreach and education program for all students, faculty, and staff at UofL. At the core of the program is an online training series focused on topics in sustainability, particularly as they apply at UofL.</p> <p>Once you become an Eco-Rep, you're expected to serve as a resource person for sustainability in your sub-community at UofL, whether it's your immediate peers and colleagues, your department, your building, your club, your residence hall, or any other realm where you live, work, and play. We encourage Eco-Reps to become conscious of the specific physical and social systems in their own departments or residence halls, and to help their peers understand the options and advantages of more sustainable solutions during planning meetings or when designing systems.</p> <p>Eco-Reps stand for sustainable action, so we also encourage you to actively demonstrate your personal commitment in those places where you can have the most impact. Eco-Reps are not "green police." Eco-Reps are educators and mentors. As an Eco-Rep, you should feel free to politely observe and make note of problem behaviors or unsustainable systems, but you should always be courteous, respectful and supportive rather than punitive. It's important to remain sensitive to the university's policies and structure. Eco-Reps should also be a voice for sound practices regarding our campus environment, its inhabitants, and the planet at large. Eco-Reps should always strive to "practice what they preach" and to lead by example.</p> <p>Eco-Reps are expected to attend three meetings per semester to discuss your own sustainability activities in a public forum (with food!), and at least once per year, each Eco-Rep will report on your activities and ideas about sustainable practices to UofL's Sustainability Council. We also expect you to submit a brief monthly report designed to help everyone brainstorm and document more effective strategies for Eco-Reps representation across campus.</p> <p>Eco-Reps also engage in an annual project to be decided by the current Eco-Reps at the beginning of each fall semester. The projects should engage the community around UofL in some highly visible and meaningful efforts. Eco-Reps are encouraged to partner with RSOs, Residence Life, the Student, Staff, and Faculty Senates, and other campus organizations to spread the word about sustainability on campus, and to help identify opportunities to engage with sustainability.</p>
University of Maryland, College Park	<p>The LEAF Outreach Team is a group of motivated interns who take an active role in promoting sustainability at UMD. Outreach Team members participate in diverse activities and events aimed at encouraging people to reduce their footprint and become more sustainable. LEAF is an acronym and stands for Lead, Educate, Act, Facilitate – this is their job description! Their primary goal is to "LEAF Out" across campus at special events, games, gatherings and tabling opportunities to promote and reward green practices on our campus.</p> <p>Key Activities of the LEAF Outreach team include:</p> <ul style="list-style-type: none"> -Communication. Help us spread the word to others. From chatting with their residence hall, club, team, group, etc. to chalking, their job is to inform others about the sustainable possibilities available to them! -Catching people Green-handed. Catch people doing a sustainable act and snap their photo and reward them. -Special Events. These include Earth Day, Stamp Fest, Maryland Day, The Farmers Market at Maryland, First Look Fair, The Commuter Breakfasts, etc.... -Educate. Running educational workshops such as teaching people about food miles.

University of Massachusetts Amherst	<p>The UMass Amherst Eco-Rep Program is focused on working towards environmental literacy both within the program, and on the campus at large. The mission of the Eco-Rep Program is to foster environmental literacy within the campus community and translate that new understanding into more sustainable behavior.</p> <p>Eco-Reps build a foundational knowledge surrounding issues of sustainability and explore how best to raise awareness about these issues amongst their peers. Focusing on the role and impact of the individual, Eco-Reps work to promote environmentally responsible behavior in the campus community.</p> <p>Area Eco-Reps from 7 different residential areas on campus educate and facilitate the Eco-Reps within an academic structure each semester by holding weekly seminars and implementing an interdisciplinary curriculum that they develop with the Student Program Manager, the Campus Sustainability Manager and the Faculty Advisor. Every fourth week each unit is completed with an interactive event aimed at educating fellow residents on campus about the issues they have been learning about.</p>
University of Minnesota, Twin Cities	<p>This program occurred in each of the 11 residence halls. Community Advisors and Sustainability Advocates presented information about the benefits of cycling to class and activities on campus. They also engaged in conversation with students about tips, 'how to' and provided campus resources.</p> <p>The learning outcome was to help students make sustainable choices in their transportation modes.</p>
University of Missouri	<p>SPROUT is a peer education group with the purpose of teaching Mizzou students environmentally sustainable life skills. Our peer educators provide programs to residence halls, classrooms, student organizations, and community groups. SPROUT's role is to foster a generation of environmentally responsible Mizzou students.</p>
University of Missouri, Kansas City	<p>The UMKC Sustainability Office offers student internships, work-studies (upon availability) and volunteers. Students are selected based upon their academic merits and passion for learning and sharing sustainability initiatives on campus.</p>
University of Missouri, Kansas City	<p>The UMKC Sustainability Office offers student internships, work-studies (upon availability) and volunteers. Students are selected based upon their academic merits and passion for learning and sharing sustainability initiatives on campus.</p>
University of North Florida	<p>Established in 2009, the UNF Organic Garden began as a student initiative and was made possible by a generous donation from UNF alumni Bruce Ogier. What began with six raised beds next to the Wildlife Sanctuary grew into fifteen over three short years. In the fall of 2012, the garden was expanded into into a diverse, one-acre production on the north side of campus. As a new component of the Department of Health Promotion, our goals are to encourage healthy, active lifestyles and stewardship to the environment. The new location includes a vineyard, fruit trees & shrubs, row crops and container gardens. The space will demonstrate Florida-friendly, water efficient landscaping and ways for people to easily and inexpensively grow their own food. Organic produce cultivated by the student staff will be featured at the Osprey Café and sold at UNF Market Days. Student staff also lead tours and help guide volunteers in our Adopt-a-Bed program.</p>
University of Ottawa	<p>Green Reps project aims to enhance students' university experience by getting them involved in exciting activities happening throughout the year. As Green Reps, these students take part in various eco-friendly activities organized by the Office of Campus Sustainability, such as Recycle Mania, Green Week and the University's composting program.</p> <p>Furthermore, Green Reps maintain the link between the Sustainable Development Office and the student population by making students aware of environmental issues and eco-friendly activities. Green Reps are knowledgeable individuals who, after undergoing training, are able to answer environmental questions from fellow students.</p>
University of South Florida	<p>The students receive training for this position through their involvement in the Sustainability Internship Program through the Office of Sustainability. They are responsible for coordinating and implementing university sustainability initiatives. Direct student interaction includes updates on day-to-day activities and review of completed materials for both graduate and undergraduate students. Examples of activities include the distribution of sustainability practices and information during Bull markets, week of welcome, Earthday, facilitate recycling and water conservation awareness campaigns, and sustainability competitions in the residence halls.</p>

Eco-rep Program Descriptions.xls

University of Texas at Arlington	EcoReps is a green leadership program for students living on campus. EcoReps promote recycling, composting, energy conservation and more within their residence hall, plus they learn about other ways to make going green easier and more fun for students living on campus
University of Washington, Seattle	<p>The mission of SEED is to promote sustainability in the UW's Residence Halls and campus community. SEED's efforts focus on composting, bottled water, tabling, pilot programs and many other activities to address a broad array of issues. SEED not only raises student awareness about sustainability, but also works with administrative staff to create institutional change on campus.</p> <p>Some of SEED's activities include creating posters and games to educate students, a "Forget the Fragrance" project, a "Think Outside the Bottle" project, a hand towel pilot project, organizing campus clean ups, maintaining a p-patch for residence hall students, and "Trash Talkers" - an ongoing program in which students educate other students on what can be composted, recycled, and trashed at mealtimes.</p>
University of Wisconsin-Oshkosh	Eco-Reps conduct peer-to-peer education in residence halls. Activities include green room certification, education residents about energy and water conservation, recycling, recruiting participants for events and trips, and promoting green initiatives on campus including Earth Week, Earth Charter.
University of Wisconsin-River Falls	This program exists throughout all the halls on campus. Examples of peer-to-peer activities include recycling contests, eco-friendly bulletin board tips, rewards for turning down thermostats, and other types of outreach activities.
University of Wisconsin-Stevens Point	<p>As an officer of the Student Government Association, the Director of Environmental and Sustainability Issues will supervise and chair the Environmental and Sustainability Issues Committee and serve on the University Sustainability Committee. Main duties are to work with different environmental student organizations, to coordinate environmental awareness, events, and to implement and enforce environmental policies campus wide.</p> <p>Examples of outreach include:</p> <ul style="list-style-type: none"> -Organize and facilitate working relationships among student leaders and groups on campus to help address environmental and sustainable issues -Work on Projects addressing the environment and sustainability issues on Campus and system-wide -Promote and administer the SGA sustainability reserve funds
University of Wisconsin-Stout	No program that meets this criteria
Université Laval	The Green Team is open to students from all university programs. Approximately twenty students are hired each year to support initiatives promoting sustainable development. Activities include raising awareness about waste sorting at environmentally responsible events, staffing an information booth during the open house for future students, and providing assistance with sustainable development activities such as the Public and Active Transportation Week, the Annual Woods Cleanup, waste characterization, and waste container marking.
Utah State University	USU EcoReps earn one course credit for peer-to-peer sustainability education. Classes usually meet every other week, focusing on learning about sustainable lifestyle choices from guest speakers and field trips. Time outside class involves teamwork to develop materials and engage peers in the residence halls on Logan campus in sustainability education. Students also have the opportunity to earn rent credit for campus housing.
Valencia College	In efforts to get students outdoors and learning about the campus natural environment, Valencia College West Campus Peer Educators have set up monthly nature walks around the lake on campus. These walks, open to students, faculty, and staff, are led by a student leader trained on natural features of the area, along with members of the Sustainability Committee.
Wellesley College	The SAC recommends policies to the President of the College, and also helps review environmental projects on campus. For example, the SAC oversees the Class of 1957 Green Fund, which approves applications for campus wide sustainability initiatives. The also work on setting environmental goals for the College.
Western Washington University	An Eco-Rep is a leader within their community who works as a liaison between the Office of Sustainability and their fellow residents to foster and promote more sustainable living. Eco-Reps attend peer-to-peer sustainability education trainings and broaden their knowledge via student club involvement and student government programs. Throughout the year the Eco-Reps and the ResRAP Coordinator present educational workshops and programs in order to educate residents on how they can do their part and make a difference.
Yeshiva University	The Eco Representatives Program is a paid environmental leadership program for Yeshiva Undergraduates that focuses on raising awareness of environmental issues and impacting student behavior. Selected students are educated on environmental issues and asked to implement small scale sustainability awareness projects in the dorms. Such individual projects include sustainability focused movie viewings, cell phone recycling competition, floor by floor recycling competitions, and farmers market healthy and sustainable food awareness and cooking.

Eco-rep Program Descriptions.xls

Appendix F:

AASHE's Guide to Creating and Maintaining an Eco-Rep Program on Your Campus

The AASHE Guide to Creating and Maintaining an Eco-Rep Program is available at http://www.aashe.org/files/documents/resources/eco-reps_guide.pdf or by request from Resonate.

Appendix G:

Notes from Meeting with Facilities Department (1/28/2014)

Notes from Quinnipiac Facilities and Operations Meetings January 28, 2014

Submitted to, but not commented on by, Keith Woodward

John – York Hill Campus (opened in 2007 with phasing through 2010ish)

Dave – Mt Carmel and Main Campus

Campus uses a Seimens Building Automation and Management System (BMS)

Energy Audit completed eight years ago; as a result:

- Campus-wide lighting upgrade (all T-12s removed and replaced with T8s; currently swapping out to T5s in some places)
- Occupancy sensors installed in classrooms
- Low-flow fixtures installed in all residential buildings – toilets (flush valves) and showers
- Many toilets (newer residential halls) equipped with automatic flushing
- Condensing boilers installed in many res halls (all gas fired)
- Upgrading the BMS and upgrading from pneumatic system to the BMS in buildings on phased basis - going slowly
- Upgrading equipment to new technology as equipment is replaced
- Building Dashboards installed
 - Electrical use – monitored via Dashboards in majority of bldgs.
 - Water and Gas – starting to make progress with monitoring
- Automated demand flow on cooling towers and chillers as part of the Seimens system upgrade

What else?

- York Hill and North Haven are loop systems; main campus is a radial system
- Underground electric is relatively new
- 26 different generators on campus, but can't light up the classrooms as well as residence halls; after Sandy they had to cancel classes even though the residence halls were operating
- Residential halls (York Hill) have 721-panel array of solar panels - 32,000 kWh annually goes into QU grid
- Micro-turbine generator on the Student Center (at York Hill) is generating 250,000 kW annually
- Heat exchanger for 3 large boilers for the Student Center (accounts for 200kW on average); runs on boiler at 12% on a design day.
- State of the art air exchange system (exhaust from the bathrooms and supply into the common area); runs 24/7.
- 52 well geo-thermal – 200 student East View dorm – providing all heating and cooling for the dorm

- Yorkville Student Center:
 - 8 30-ton heat pumps; $\frac{3}{4}$ are working on average all year round
 - Vegetated roof planted with grass that gets mowed
 - Students can directly access the area
- Wind farm with 25 turbines of 1500 kW each between the parking garage and East View dorm
- Light harvesting system in East View dorm
- Conducted “Bulb Swap” but can’t tell how many students have done this; required pizza to get <10% of students to show up but every case of bulbs was distributed
- Left a CFL on every bed in the fall
- Green Cleaning program instituted
 - Custodial staff all trained in green cleaning methods
 - Members of APPA
 - ISSA is developing standards/benchmarking system and a custodial manual for green cleaning (FPI: Facilities Performance Index)
- Utilize non-toxic pesticide products
- Irrigation system is computerized at York Hill with sensors; main campus is on a timer system
- Did 1200-1500 temperature sensors in the dorms at York Hill (2010 construction) with chips set to 68 degrees; only 100 changes requested. Should be a payback of < 2 years on a \$12,000 investment.
- Load shedding at North Haven
- There is a 2meg natural gas generator at York Hill that can supply 100% off grid power; capacity to load shed is limited because the campus is not running during the summer
- Similar generator North Haven campus; load shedding during the summer through ISO New England

What is next?

- Maybe change to LED lighting:
 - Would need to be done on campus-wide scale for uniform appearance
 - QU is aesthetics-driven
- Looking at changing 700 fixtures in the garage at York Hill (met with several contractors and are in the process of evaluating this) and changing the induction lighting in parking lots to LEDs (completed at Whitney Village parking lot); outdoor aesthetics are a significant issue
- Could do more with lighting controls: Exterior lighting is on the BMS; starting to go into buildings with Lutron controls
- No annual reporting on activities; started last year, but not complete. Hoping to improve with dashboard, but the issue is accuracy; monitors that are going in the dashboard will help.
- Could do a pilot on one of the 60 off-campus houses to lower electric bills
- Upgrade older boilers (about 8 or so remain)

- CT DEP has boiler replacement incentive program
- Older dorms on Mt. Carmel campus – several need new roofs – want to install solar; talking with two companies about this and looks like a potential low/no cost project
- Would like to tie interior lighting into BMS
 - Currently they hire a student to walk around campus at night and turn off lights
- Would like to capture and harvest rainwater
- Would like to fund the pond (located at current law school location) with rainwater instead of well water; there is a 1 million gallon tank/vault in the lawn with a 30 HP pump; the well are in need of repair.
- Hired 3-4 consultants to do a Deferred Maintenance Study 2 years ago on civil, roofs, mechanicals
- Would have to check with RAs to get an idea of percentage of residents who are using CFLs vs incandescent bulbs
- Pumps and some equipment is 60+ years old; challenging to update with buildings always being occupied
- Investigating a 4-5 meg generator to light up the entire campus

About Facilities:

- 150-155 Staff
- 22 management; balance are hourly workers
- Staff have iPads for work orders; dramatically increased productivity and reduced transportation
- BMS and equipment manuals are all on iPads; building management systems can be accessed via Citrix; use iPads to transmit photos of issues

Sustainability-Focused Curriculum Report

Quinnipiac University
May 2014



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EXECUTIVE SUMMARY

Quinnipiac University (“QU”) engaged Resonate to provide certain market information and recommendations regarding sustainability in higher education curriculum. The scope of the engagement included a high-level review of QU’s curriculum (with the exception of the Law School and the Medical School) to identify where sustainability skills and subject-matter knowledge already exist in the curriculum, and where they could logically and readily be integrated into existing courses. Resonate used the academic aspects of the leading rating system for sustainability in higher education in the United States, the Sustainability Tracking, Assessment and Reporting System (STARS), to structure our review and analysis of QU’s curriculum.

QU also asked Resonate to compare its findings about the QU curriculum to publicly available information about (a) the sustainability programs offered by a group of institutions QU identified as its “Peers/Aspirants,” and (b) the sustainability curriculum for a subset of the Peers/Aspirants (the “Peers/Aspirants STARS Reporters”) who report such information under the STARS rating system.

We confirmed that QU does not have a discrete academic program focused on sustainability. All of its Peers/Aspirants do. In addition, QU’s minimal treatment of sustainability in its curriculum significantly lags behind the four Peers/Aspirants STARS Reporters (American University, Boston University, Ithaca College, and University of Connecticut).

While QU has very few courses that would qualify under the STARS program as including sustainability concepts and issues, there are a good number of existing courses that are a “Natural Fit” for incorporating sustainability content. QU has great potential within its existing course offerings to build sustainability into its curriculum and compete in this arena without having to develop a stand-alone sustainability, environmental science, or environmental studies major. In addition, the number of these existing Natural Fit courses that are University Core (UC) courses makes sustainability a very good candidate for a Thematic Cluster subject. The concept of using sustainability as a Thematic Cluster is promising, and could provide QU a differentiated approach to sustainability education.

Our discussions with campus stakeholders evidenced that among a core, but diverse, group there is a strong and emerging commitment and enthusiasm for moving QU further along in its sustainability journey, and addressing these issues through its curriculum. These stakeholders include administrators, faculty, students, and staff from most of its schools and many of the departments within each school. The University has an opportunity to capitalize on these stakeholders’ growing awareness that incorporating sustainability concepts into the fabric of the QU community could be transformational in supporting and realizing many of the overall goals of the University.

We note that incorporating sustainability into QU’s curriculum could have a variety of benefits with respect to supporting many of QU’s Essential Learning Outcomes (ELOs). Sustainability can deliver ELOs support because it is inter-disciplinary, requires critical thinking skills, includes deep connections to local, national, and global communities, and promotes collaborative teamwork.

This report’s baseline review of QU’s curriculum will help QU understand its current strengths and opportunities for growth in the area of sustainability education. Should QU decide to move forward to expand its sustainability activities, we recommend that the focus of those efforts be on incorporating sustainability across the curriculum. We include in our recommendations specific suggestions on how to proceed to that end. Our recommendations also reflect areas of opportunity we see for QU to realize institutional benefits from incorporating sustainability education into the curriculum.



I. INTRODUCTION

Sustainability is an attractive subject for inclusion in curriculum for a variety of reasons. It includes many of the most significant issues of our time. Sustainability's breadth and depth make it a subject through which to teach students how to solve complex problems, use systems thinking, communicate effectively, and function in a collaborative team. Working with sustainability concepts drives development of these important skills while imparting knowledge of critical issues the private and public sectors face.

Sustainability knowledge is becoming more valued by employers. As today's students move into the workforce, they will face many sustainability challenges, regardless of their chosen career path. Well-documented resource constraints, continuing environmental degradation, the impacts from climate change, population growth, rising poverty and wealth inequality, injustice in its many forms, and many other related problems will persist and impact them, in both private and public sectors of the workforce. Sustainability challenges are highly inter-connected and exist in varying degrees at all levels of society, whether local, national, or global.

To meet these sustainability challenges and compete, university students need to acquire critical skills in problem-solving, systems-thinking, and data interpretation and analysis from their educational programs. They need the ability to collaborate and communicate across broad stakeholder groups. They need sustainability subject matter knowledge. The first step for an institution to begin addressing these needs is to understand the many ways that sustainability is, or can be, addressed in curriculum. With this knowledge, Quinnipiac University can create opportunities for its students to develop the skills and knowledge needed to compete in a world of sustainability challenges.



II. DEFINING SUSTAINABILITY IN THE CURRICULUM

Sustainability is not just about "greening" the university campus, although understanding, reducing, and mitigating the environmental impacts of its activities are an important part of becoming a sustainable institution. Sustainability is a broad concept that covers many social and economic issues as well as environmental matters. Not everyone agrees on a precise definition. For this report we have applied the meaning used by the Association for the Advancement of Sustainability in Higher Education (AASHE) in its Sustainability Tracking, Assessment and Reporting System (STARS) rating system for evaluating sustainability programming at institutions of higher education. Under STARS, sustainability encompasses the principles of environmental integrity, economic health, and social responsibility and equity for all, for generations to come. The term, as we are using it, has both a broad application (the environmental, economic, and social impacts associated with all human activity) and an ethical limitation (conservation of resources for future generations).

In performing this work, we have also applied specific definitions of key terms to ensure consistent results. STARS provides a comprehensive framework for identifying courses that are specifically focused on sustainability as a concept ("Sustainability Courses") and those in which sustainability, while not a primary focus, is either integrated into the course or is used to provide skills or knowledge connected to solving one or more major sustainability challenges ("Courses that Include Sustainability"). STARS provides the following definitions:¹

Sustainability Courses: are courses in which the primary and explicit focus is on the concept of sustainability, including its social, economic, and environmental dimensions, and/or on understanding or solving one or more major sustainability challenge. These courses educate students about how different dimensions of

¹The terms defined here are taken from the newest version of STARS (v.2.0, released November 2013), which governs STARS reporting from 2014 onward. Earlier versions of STARS (v.1.2) used the terms "Sustainability-focused" and "Sustainability-related" courses, but the changes in terminology are not material for purposes of this analysis.

sustainability relate to and support each other in theory and practice. In addition, these courses help equip students with the skills to weave together disparate components of sustainability in addressing complex issues. These courses may appear as foundational courses (e.g., Introduction to Sustainability), or as courses from other fields that incorporate all dimensions of sustainability (e.g., Sustainable Architecture or Sustainable Business).

Courses that Include Sustainability: are courses which are primarily focused on a topic other than sustainability, but incorporate a unit or module on sustainability or a sustainability challenge, include one or more sustainability-focused activities, or integrate sustainability issues throughout the course.

Throughout this report, we refer to the Sustainability Courses and Courses that Include Sustainability collectively as “Qualifying Courses.”

The logo for the methodology section, featuring a stylized orange and green swirl graphic to the left of the text.

III. METHODOLOGY

A. Identifying Qualifying Courses

Resonate first conducted a keyword search of QU’s 2013-2014 electronic course catalogue to identify those courses that explicitly use the terms “sustainability” or “sustainable” in the course description, as these are the most likely to exhibit the features of Sustainability Courses. A few courses were initially identified to us as possible Sustainability Courses, but an examination of the catalogue description did not show the requisite connection to sustainability, so we did not include these on our list of Qualifying Courses.

We then conducted a high-level examination of all course descriptions to identify possible “Courses that Include Sustainability” (as a unit or module or an integrated concept). We searched broadly for all elements of sustainability: social, environmental, and economic. It is often difficult to make a determination based on a few brief sentences in a catalogue description. As we looked for evidence of broader concepts that relate to one or more of the three dimensions of sustainability, when in doubt, we gave the benefit to including the course.

A more rigorous review (conducted, for example, as part of the STARS reporting process) would include a review of the syllabus for each course, along with, in some cases, the reading and assignment lists. This would likely result in the deletion of some of the listed courses. However, we also note that such a review would likely also add to the list some courses that we were unable to identify in the higher-level review. In any event, such a more detailed review was beyond the scope of this report.

Our overall review demonstrates the difficulty in accurately identifying courses where sustainability content is often veiled. Including references to sustainability material in course descriptions in the course catalogue will make it easier for the university and interested students to identify these courses.

B. Identifying “Natural Fit” Courses

After identifying the likely Qualifying Courses, we reviewed course descriptions to identify those courses where current content is tangential to sustainability elements and/or concepts. We refer to these as “Natural Fit” courses, where sustainability content does not currently exist, but could logically be integrated into the existing course content, either as a module or as a conceptual theme woven throughout the course. These Natural Fit courses represent the best opportunity to integrate sustainability into existing courses.

C. Comparing QU's Sustainability Curriculum to Peers/Aspirants

Resonate also conducted research on the sustainability curricula of a group of institutions QU provided us (the “Peers/Aspirants”). For those Peers/Aspirants who are STARS reporters, we examined whatever information they filed in their STARS Reports regarding their Qualifying Courses. Where available, we also examined the course descriptions (from either the STARS Report or the institution’s course catalogue) to explore how these institutions integrated the concept of sustainability in courses from a variety of academic disciplines. For each institution, we also calculated the percentage that Qualifying Courses comprise of the entire curriculum and the percentage of departments that offer those courses.

D. Discussions and Conversations with QU Stakeholders

In addition to research, we met with QU students, faculty, administrators, and staff stakeholders. One full-day meeting was focused entirely on issues relating to sustainability in the curriculum. At that meeting, we had conversations with:

- Faculty from the School of Business and Engineering
- Faculty and the Assistant Dean from the College of Arts and Sciences
- Faculty from the School of Health Sciences
- Representatives of the UC Study Group
- The Associate Vice President for Academic Affairs and Chief Diversity Officer

The notes taken from this series of meetings can be found at **Appendix A**.



A. Course Inventory

The results of Resonate's curriculum inventory are set forth in **Appendix B** and consist of three lists:

Appendix B-1: Qualifying Courses

Resonate identified a total of twenty one (21) Qualifying Courses that are either “Sustainability Courses” or “Courses that Include Sustainability.”

We identified three (3) courses as Sustainability Courses, depicted in green on **Appendix B-1**. These courses have an explicit focus on sustainability. They demonstrate what STARS refers to as “courses from other fields that incorporate all dimensions of sustainability.” The three courses are all located in the School of Business & Engineering, two from the Entrepreneurship and Strategy Department and one from the Management Department.

We identified eighteen (18) courses as Courses that Include Sustainability. The particular sustainability elements we identified are highlighted in blue on **Appendix B-1**. The catalogue descriptions of these courses include concepts that are commonly associated with sustainability, including, for example:

- human health and its connection to environmental conditions;
- the related implications of economic and class status, violence, and race;

- the physical and environmental aspects of land development and water management;
- the connections between urban development and health care, poverty, and economic growth or decline;
- global business strategies that address sustainability challenges; and
- the interconnections among populations and environments, energy, and food resources.

Each of these courses demonstrates how sustainability can be successfully integrated into courses from across the academic spectrum. They also highlight that sustainability curriculum need not have a primary grounding in an environmental studies or environmental sciences program. Relatively few of these courses are rooted in the environmental dimension of sustainability; many are focused on the interconnection of economic and social dimensions of sustainability.

The Courses that Include Sustainability represent the following departments:

- | | |
|---------------------|--------------------------|
| • Anthropology | • Geography |
| • Athletic Training | • History |
| • Biology | • International Business |
| • Chemistry | • Occupational Therapy |
| • Civil Engineering | • Science |

None of the Sustainability Courses are designated as University Core (UC) courses. However, five (5) of the eighteen Courses that Include Sustainability are UC courses from the following UC areas:

- 4 Sciences
- 1 Humanities

Appendix B-2: Natural Fit Courses (UC Courses)

Resonate identified a total of one hundred and five (105) “Natural Fit” courses in QU’s curriculum. Forty-eight (48) of the one hundred and five Natural Fit Courses are designated as UC Courses. These courses explore a variety of topics that QU has determined to be important components in an undergraduate education. They also comprise a fertile area for integrating sustainability concepts because their content is closely related to sustainability elements and/or concepts. The identified Natural Fit UC courses represent the following UC areas:

- 13 in Sciences
- 12 in Social Sciences
- 8 in Fine Arts
- 12 in Humanities
- 3 QU Seminars

The Natural Fit UC courses represent the following departments:

- Anthropology
- Biology
- Biomedical Sciences
- Chemistry
- Drama
- English
- Economics
- Education
- History
- International Business
- Music
- Political Science
- Sociology
- Science

We identified a total of fifty-three (53) UC-designated courses that are either Courses that Include Sustainability or are Natural Fit courses across eighteen (18) departments (see **Appendices B-1** and **B-2** for the listing of these courses). This indicates that a foundation that already exists for creating a sustainability-focused Thematic Cluster within the UC structure.

Appendix B-3: Natural Fit Courses (Electives)

Fifty-seven (57) of the one hundred and five (105) Natural Fit Courses are current electives and/or major requirement courses. Again, these courses have a close relationship to some of the common concepts that comprise sustainability, making them more susceptible to sustainability integration. These courses represent the following departments:

- Anthropology
- Biology
- Biomedical Sciences
- Business
- Civil Engineering
- Criminal Justice
- Economics
- Education
- English
- Gerontology
- Global Public Health
- Health Science
- History
- Industrial Engineering
- International Business
- Management
- Mechanical Engineering
- Nursing
- Organizational Leadership
- Philosophy
- Political Science
- Physician Assistant
- Social work
- Sociology
- Women's Studies

The **Appendix B-2** and **B-3** lists of Natural Fit Courses indicate that a broad section of the QU curriculum could readily include sustainability content.

B. Departmental Participation and Thematic Clustering Potential

Appendix C captures the distribution of courses listed in Appendices A and B across departments. In all, thirty-two (32) departments – nearly half of the total at QU – are now or could be part of the effort to integrate sustainability into the curriculum. This is important for three reasons.

First, it illustrates the multi-disciplinary nature of the study of sustainability. Because the concepts that underlie sustainability are broad and deep, they cross multiple departmental and divisional boundaries. Sustainability can be, and often is, found across multiple academic departments, where it fits seamlessly, presenting students with an opportunity to apply knowledge and skills learned on one discipline, area, or course, to others.²

Second, the lists suggest an opportunity for QU. Without an environmental studies or sciences program, much of QU's existing Qualifying Courses and its potential for sustainability content in the curriculum is focused on or closely related to the economic and social dimensions of sustainability. Integrating the environmental concepts into the Natural Fit courses, where that integration appears to be a close, logical fit, would result in a fairly unique, and perhaps better-balanced, approach to sustainability than where sustainability programs evolve out of pre-existing environmental programs. It could serve to differentiate and distinguish QU's well-rounded approach from the more environmentally grounded approach of most of its peers, including the Peers/Aspirants.

Third, the relatively high number of departments identified for sustainability curriculum content not only gives QU an opportunity to earn some important STARS points (see below), but it also bodes well as a foundation for a potential Thematic Cluster focused on sustainability. This can create a synergy: working toward integrating a sustainability Thematic Cluster into the UC courses will also simultaneously help QU prepare should QU decide to file a STARS Report.

C. A STARS View of the Curriculum

Academics is at the heart of STARS: the first Credit in the STARS system is AC 1: Academic Courses. The preamble to the Credit expresses AASHE's view of the important role that sustainability courses play:

Sustainability courses can provide valuable grounding in the concepts and principles of sustainability, help build knowledge about a component of sustainability, or introduce students to sustainability concepts. Institutions that integrate sustainability concepts throughout the curriculum prepare students to apply sustainability principles in their professional fields. Having sustainability courses and content offered by numerous departments helps ensure that the institution's approach to sustainability education is comprehensive and includes diverse topics. This will help students develop a broad understanding of the field. Likewise, offering sustainability courses and content in numerous departments can increase student exposure to sustainability topics and themes. AASHE STARS, Technical Manual v. 2.0 (AC 1: Academic Courses).

A total of fourteen points are available in AC 1, divided between points representing an institution's percentage of Qualifying Courses and points representing the percentage of departments offering Qualifying Courses. For Qualifying Courses, eight points may be earned, based on the ratio of the number of Qualifying Courses to all courses offered by an institution. An additional six points may be earned taking into account the percentage of academic departments that offer at least one Qualifying Course.

If QU were to file for a STARS rating today, QU would not score any points for AC 1:

Courses:

Total number of courses: 3366 (omitting the Law School and Medical School)

Total Qualifying Courses: 21 (from Appendix A)

Percentage representing Qualifying Courses: < 1%

Total STARS points for this section: 0.02 (not enough to score)

Departments:

Total number of departments: 72

Total departments offering at least one Qualifying Course: 13 (from Appendix C)

²This skill, often referred to as "transfer" or "deeper learning," is one of the critical "21st Century Key Competencies" that the National Research Council has identified as a national priority for all students to acquire

Total STARS points for this section: 0.12 (not enough to score)

However, if QU were to successfully integrate sustainability into the Natural Fit courses, making them eligible for STARS AC 1 credits, QU could score 4.5 points:

Courses:

Total number of courses: 3366 (omitting the Law School and Medical School)

Total Qualifying Courses: 126 (from Appendices A and B)

Percentage of Qualifying Courses: 4%

Total STARS points for this section: 1.5 (out of 8)

Departments:

Total number of departments: 72

Total departments offering at least one Qualifying Course: 31

Total STARS points for this section: 3 (out of 6)

D. Peers/Aspirants Institutions: Qualifying Courses and Departments

Information on the numbers and percentages of Qualifying Courses and departments offering them is available only for those Institutions in QU's Peers/Aspirants group that have filed STARS reports³ (the "Peers/Aspirants STARS Reporters").

Appendix D shows the total number of Qualifying Courses, broken down into Sustainability Courses, Courses that Include Sustainability, and related departments, for each of the Peer/Aspirants STARS Reporters. Qualifying Courses, as a percentage of the overall curriculum, are:

- American University – 19%
- Boston University – 7%
- Ithaca College – 14%
- University of Connecticut – 29%

Among the Peers/Aspirants STARS Reporters, the percentage of departments offering at least one Qualifying Course are:

- American University – 92%
- Boston University – 27%
- Ithaca College – 90%
- University of Connecticut – 38%

If QU were to integrate sustainability through the Natural Fit courses so that each could qualify as a Course that Includes Sustainability under STARS, QU's percentage of departments offering Qualifying Courses would be 43%.

³These reports were filed under the prior version of STARS (v.1.2) which used the following definitions for the process of identifying sustainability courses:

Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens

Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

The new definitions for STARS v2 reflect changes made to facilitate the process of inventorying courses and are not material for purposes of this analysis. As a result, we elected use the new terminology in describing the results of our analysis.

E. Peers/Aspirants: Sustainability Programs

Sustainability academic programs are increasingly popular across institutions of higher education. The National Council for Science and the Environment recently conducted a census⁴ of environmental and sustainability programs across all U.S. four-year institutions of higher education. It identified:

- 759 sustainability academic programs,
- 316 sustainability minors and certificates programs, and
- 141 sustainability degree programs, offered by
- 351 colleges and universities⁵

These results show a rapid and dramatic increase in the numbers of both available programs and offering institutions compared with the previous census in 2008: a 57% increase in academic programs, and a 29% increase in institutions offering sustainability programs (Vincent, Bunn & Stevens, 2013). This growth is further seen in AASHE's newly launched Academic Programs Database, which lists 1406 sustainability-focused programs at 462 campuses in 65 states and Canadian provinces.

As seen in **Appendix D**, all of the Peers/Aspirants have at least one program that focuses on either all or some of the dimensions of sustainability. Many of these programs have evolved out of pre-existing environmental science or environmental studies programs. Those environmental programs form an attractive base on which to build a sustainability program, as they already contain much of the science-based curricula. However, this often creates an environmental bias at the expense of the economic and social dimensions of sustainability, and these programs are sometimes criticized as little more than a “bolt-on” to a pre-existing program.



V. CONCLUSIONS

Based on our review of the QU curriculum and inventory of courses, our review of what other institutions, notably the Peers/Aspirants, are doing with respect to sustainability in curriculum, and the many conversations held with QU students, faculty, administrators, and staff, we conclude that there are a number of benefits for QU if it includes sustainability in its curriculum. In addition to the overarching reputational benefits of providing graduates with sustainability education and skills to understand and address some of the most pressing issues we face, there are specific benefits that support QU's institutional goals. Incorporating sustainability education into the QU curriculum can be harnessed and leveraged to support and test ELOs, to compete with the Peers/Aspirants, and to foster and grow campus stakeholder engagement. More specifically, we observe:

A. ELOs-Based Benefits

Sustainability as an academic study provides effective support for many of Essential Learning Outcomes (ELOs), developed and adopted as “essential to the life and practice of a responsible, educated citizen.” Sustainability provides this support because of sustainability's inter-disciplinary nature, its emphasis on critical thinking skills, its deep connections to the local community, and its focus on collaboration and teamwork. In particular, sustainability in

⁴The census was conducted by the NCSE by reviewing the websites and catalogs for all 1562 four-year colleges and universities in the United States, applying the AASHE-developed definitions of sustainability programs and sustainability courses.

⁵These results are consistent with those from a study conducted by TruCost, which identified a total of 775 programs with a focus on sustainability. The TruCost research, drawn from the Aspen Institute's *Beyond Grey Pinstripes* research survey, included US and foreign research institutes as well as educational institutions, and focused on examining sustainability in business education

the curriculum will support the following ELOs:

- Critical Thinking and Reasoning: An ability to recognize problems, and to acquire, assess, and synthesize information to derive creative and appropriate solutions.
- Responsible Citizenship: An ability to recognize, analyze and influence decisions and actions at the local, national, and global community level, and to engage in the community as responsible citizens.
- Diversity Awareness and Sensitivity: An understanding of and respect for the similarities and differences among human communities. This includes a recognition and appreciation for the unique talents and contributions of all individuals.
- Social Intelligence: An ability to work effectively with others, to understand and manage interactions, and to act ethically, constructively, and responsibly to achieve individual and common goals.
- Information Fluency: An ability to find and critically evaluate information from various media, to analyze it, and communicate outcomes in the process of solving problems in a changing and complex world. Also, an ability to use information and computer literacy skills to manage projects and conduct rigorous inquiry.

B: Benefits for Competing with the Peers/Aspirants

QU has no academic program that focuses on sustainability. All of the Peers/Aspirants do. This puts QU outside the mainstream of a rapidly growing general movement across higher education, and specifically the efforts of Peers/Aspirants, to create sustainability programs.

QU currently lags behind the Peers/Aspirants in the development of Qualifying Courses. It has only twenty-one (21) Qualifying Courses. This is less than 1% of the total curriculum. Of the Peers/Aspirants STARS Reporters, the average number of Qualifying Courses, as a percentage of the total curriculum, is 17%. Across all STARS reporters, Qualifying Courses comprise, on average, approximately 8% of the total curriculum.

However, QU has a number of positive circumstances for turning these factors positive. QU has a solid foundation of Natural Fit courses grounded in the other two dimensions of sustainability (the economic and social spheres) and a solid balance of Natural Fit courses in the sciences. QU needs only to integrate and connect environmental science concepts to adequately round out the curriculum. It clearly has sufficient capacity within existing science faculty to add the needed scientific perspective to the Natural Fit courses.

QU does not need to create a stand-alone sustainability, environmental sciences, or studies program to succeed in bringing sustainability into its curriculum and compete in this arena with the Peers/Aspirants. Some institutions have elected to house a minor or certificate program in a single academic department; most have created purely interdisciplinary programs, drawing from multiple academic disciplines to richly and deeply inform the content and skill-building nature of the courses. Having a Thematic Cluster sustainability program represents a unique way to have the same impact, as discussed in more detail below.

By looking at the departments in which the Qualifying Courses and Natural Fit courses currently reside, QU could determine the suitability of those departments for forming part of a sustainability program. All QU departments where those courses are currently located are listed in Appendix C. Certain departments would appear to be more logical participants in a jointly-administered sustainability minor, certificate, or specialization program. These are listed below and have a relatively high number of Qualifying Courses and Natural Fit courses. They could jointly administer a sustainability minor or certificate program.

- | | |
|-----------------------|-------------|
| • Anthropology | • Economics |
| • Biology | • English |
| • Biomedical Sciences | • History |
| • Civil Engineering | • Sociology |

If QU were to more deeply integrate sustainability into courses where it appears to be a Natural Fit, the QU percentage of Qualifying Courses could approach 4%. Fifteen percent (15%) of QU's academic departments currently offer Qualifying Courses. With sustainability integration into courses where it appears to be a Natural Fit, this figure could rise to 43% of the total academic departments. These figures would give QU a respectable foothold toward being on par with national averages. While integrating sustainability into the curriculum to this level will require effort and commitment, QU does not have to establish sustainability as a new major program to gain meaningful and competitive stature in providing sustainability education to its students.

C. Campus Sustainability Engagement Benefits

Throughout our conversations with various QU stakeholders, the faculty consistently expressed a desire for sustainability to be made an integral part of QU's institutional identity through the curriculum. In the words of some of the faculty members with whom we spoke:

- "We need to build a framework that can enable faculty to include sustainability in QU curriculum so that sustainability becomes embedded as a values-based concept in the fabric of the QU academic community."
- "It's important to raise student and faculty awareness of sustainability concepts and issues."
- "Students who are interested in sustainability issues are simply not even applying to QU, because we have nothing to offer them."
- "Using sustainability to support ELOs would be very effective. Making the connection between sustainability and the ELOs would provide a context to begin campus-wide conversation and communication about the concept of sustainability."
- "We should increase opportunities for service-learning programs in the local community that focus on sustainability-related challenges."

These statements indicate a relatively high degree of knowledge, understanding, and appreciation of the role that sustainability concepts can play in engaging the campus community around globally significant issues.

We also found that there is pent-up demand for more sustainability academic programming at QU, from both the students and the faculty. Interest is particularly keen among the faculty with whom we engaged in conversations during our two daylong meetings. In responding to our survey on students' knowledge and attitudes about sustainability, forty four percent (44%) of the students said that they would take courses that focus on sustainability if they were offered.

D. Multiple Benefits of Differentiating Thematic Clustering Approach

QU is currently considering alternative structures for the core University curriculum to enhance students' academic experience, including a possible Thematic Clustering approach. Those looking at Thematic Clustering have identified sustainability, at least preliminarily, as a potential subject for a Thematic Cluster. Thematic Clustering has many challenges, not the least of which is the need to incorporate a subject matter across many disciplines. Sustainability, however, is a particularly attractive and effective theme because its inherently inter-disciplinary nature readily lends itself to this approach. Thirteen academic departments are already hosting UC courses that feature, or could naturally and logical feature, sustainability content.

The Thematic Clustering approach would require QU to integrate sustainability into UC courses. This could start with the Freshman Experience level (via QU 101), where students would be introduced to the theme. The sustainability theme would then function as a tool to support each student's ability to think critically in his or her major throughout the student's academic career. The five (5) UC courses identified as Courses that Include Sustainability and the forty eight (48) UC courses identified as Natural Fit, together with the broad departmental distribution of these courses, demonstrate sustainability's potential for Thematic Clustering. Adopting sustainability across the curriculum through a broad-based Thematic Clustering approach would also strengthen the ability to use sustainability programming

to support and test ELOs, particularly around critical thinking, collaborate on teamwork, and responsibility toward community.

Developing interdisciplinary programs often requires an innovative approach that can break down the highly specialized, traditional academic silos characteristic of many colleges and universities. Incorporating sustainability throughout the core University curriculum as a Thematic Cluster would be a relatively low cost and synergistic tool for fostering interdisciplinary collaboration and engagement. In addition, sustainability education as a Thematic Cluster would be a unique approach to interdisciplinary sustainability programming that could function to positively differentiate QU from its Peers/Aspirants.

VI. RECOMMENDATIONS

Our findings and conclusions lead us recommend that QU incorporate sustainability into its curriculum and consider taking the following steps to do so. Each recommendation will be discussed in more detail below.

1. Establish a cohesive, unifying definition of and vision for sustainability at QU.
2. Create and implement a plan for broadly integrating sustainability into the academic program.
3. Align all integrated sustainability course content to the relevant QU ELOs.
4. Facilitate the integration of sustainability across the curriculum by presenting interactive, interdisciplinary faculty development workshops.
5. To facilitate the exploration and development of Thematic Clustering, plan the first Faculty Development Workshop(s) specifically for faculty of the UC Natural Fit courses.

Recommendation 1: Establish a cohesive, unifying definition of and vision for sustainability at QU.

The starting point for any development, expansion, and/or integration of sustainability at QU must be a clear understanding and articulation of the meaning of sustainability to and for the QU community. Task the Sustainability Steering Committee (with guidance and assistance from a sustainability manager or consultant as needed) with developing a concise, STARS-acceptable definition of sustainability. Once this foundational work is complete, conduct a brief series of cross-disciplinary workshops or meetings to socialize and refine the proposed definition, and to develop vision concepts for the scope of sustainability at QU. Have the Sustainability Steering Committee use the results of these meetings to create a final definition and vision statement for the role of sustainability at QU. Both will guide QU in setting specific sustainability goals.

Recommendation 2: Create and implement a plan for broadly integrating sustainability into the academic program.

Using the definition of and vision for sustainability at QU developed under Recommendation 1, create and implement a plan for integrating sustainability into the academic program at QU. The programming could take the form of a Thematic Cluster, or perhaps a minor or a certificate; it need not be a major initiative.

Use an integrated, inter-disciplinary approach to blend awareness and understanding of the environmental, social, and economic impacts of human activities with the core concepts being studied, whether those core concepts are grounded in economics, sociology, history, literature, business, health care sciences, or many other core areas of the

curriculum. The solid foundation that already exists in QU's curriculum in the sciences, social sciences, humanities, and the arts provides fertile ground for broadly integrating sustainability into the curriculum as a highly beneficial "connective tissue."

The path for integrating sustainability into and across curriculum is well trodden. Many institutions of higher education have, over the past decade, pursued a variety of strategies for developing and then implementing a coherent and comprehensive curriculum development plan for integration. Several lessons learned by these institutions provide guidance:

- Assist faculty from relevant departments and divisions in developing new approaches to curriculum that include and address the issues and challenges commonly found in sustainability.
- Acknowledge that this effort does not mean that all faculty must participate; not all areas of the curriculum lend themselves to a natural integration process.
- Do not present integrating sustainability throughout the curriculum as another "add-on" or area to be "covered." Rather, the core concepts and principles that make up sustainability should be naturally and seamlessly integrated. Some observers refer to this process as "uncovering" sustainability in the curriculum. This is relatively easy to facilitate because sustainability is already closely related to the existing content in many areas of the curriculum.
- Build a compelling case for integrating sustainability into curriculum and avoid the perception of an administrative mandate. Institutions that have successfully achieved a high degree of integration have done so without it being presented or perceived as a mandate from the administration. Rather, seek out faculty who are interested and recruit them to participate in the initial phases of the process. As they experience successful integration, and as student interest in and enthusiasm for the content increases, most institutions find that the interest level continues to rise, making further integration efforts easier and more inclusive as the process develops and deepens. Capitalize on existing faculty enthusiasm for sustainability at QU.
- Begin the integration process by focusing first on the Natural Fit courses, where sustainability concepts are already fairly closely related to the existing content of the courses. If QU is considering developing a Thematic Clustering approach to its core curriculum organization, and making sustainability a theme, then it should pay particular attention to the Natural Fit – UC courses (listed in Appendix B-2). Drawn from all four UC academic areas and representing fifteen departments, these courses could become the basis for a sustainability-focused theme being incorporated throughout QU's entire UC curriculum (see also Recommendation 5 below).

Recommendation 3: Align all integrated sustainability course content to the relevant QU ELOs.

Incorporate sustainability education across the curriculum to reinforce and enhance the ELOs and better prepare graduates for their careers. QU's ELOs represent the University's goals in terms of competency for all students, and sustainability clearly lends itself to a number of the ELOs. Identify aspects of sustainability concepts that align with ELOs and map specific sustainability content to the relevant ELOs. Link specific goals, objectives, and process steps identified in any curriculum development plan to corresponding ELO(s) that they support so that content development is focused on delivering that support.

Recommendation 4: Facilitate the integration of sustainability across the curriculum by presenting interactive, interdisciplinary faculty development workshops.

Use a series of annual Faculty Development Workshops to enable interested faculty to come together to collaboratively explore connections, find opportunities, brainstorm innovative ways to integrate sustainability concepts, and share successful strategies. Recognizing the importance of faculty support and understanding, many schools that have successfully integrated sustainability throughout the curriculum began the integration process by convening faculty workshops. These workshops are often modeled on the “Piedmont Project” developed at Emory University and the “Ponderosa Project” developed at Northern Arizona University. The workshops have a demonstrated history of success (Bartlett, 2009), measured in terms of student enthusiasm for and engagement in sustainability education and steadily growing faculty and administrative support for the same.

Most of the successful Faculty Development Workshops, as well as the AASHE-sponsored annual workshop, utilize these methods. They share a common structure and include these characteristics:

Include faculty members from multiple divisions and/or departments.

Include faculty members who are supportive of interdisciplinary approaches (particularly at the critical early workshops).

Hold the workshop over a 1.5 – 2.5 day period, preferably outside of the academic calendar. For the first annual Workshop, this can be in late spring or early summer, just after graduation (to plan classes for the fall semester) or in late summer, just before classes reconvene (to plan classes for the spring semester). After that, choosing a date at the end of the school year allows faculty who teach yearlong as well as single-semester courses to attend.

Feature educational presentations by professionals in sustainability curriculum development, often assisted by faculty members (particularly those who have attended previous Workshops).

Focus on searching for and locating connections between sustainability concepts and the “big ideas” of individual courses.

Utilize group discussions, brainstorming, and curriculum development exercises.

Focus attention on erasing boundaries between faculty members, by bringing faculty together in an outdoor environment, away from classrooms, offices, and the campus. Use a unique local environment to enhance the faculty learning experience. Examples of schools that use this approach include:

- Ithaca College : “The Finger Lakes Project”
- Dickinson College : the “Valley and Ridge Project”
- University of Wisconsin: the “Winnebago Project”
- Central College (Iowa): the “Prairie Project”

For example, the Sleeping Giant State Park might provide QU a wonderful opportunity to for this type of unique exploration and experiential learning.

In the period following the annual Workshop, have participants develop a plan for integrating sustainability into their courses, either as a module or unit, or a concept woven throughout a course.

Hold a follow-up gathering at the end of the term or year to discuss the courses into which sustainability was integrated. Discuss successes, obstacles, and lessons learned, again through a collaborative and inclusive conversation.

Feature “graduates” from previous sessions in subsequent annual Workshops to provide instruction and guidance to colleagues.

Through a series of annual Workshops, the number of faculty with hands-on experience with the integration framework and process grows and broadens until virtually every academic department with courses that might lend themselves to sustainability content integration is involved. It is not unusual for institutions to experience a significant growth in interest in and enthusiasm for the integration of sustainability as the Workshop-based process continues to develop and grow. In this way, a number of colleges and universities have achieved something quite close to “total integration” of sustainability across their entire curriculum.

Recommendation 5: To facilitate the exploration and development of Thematic Clustering, plan the first Faculty Development Workshop(s) specifically for faculty of the UC Natural Fit courses.

Create a sustainability-focused Thematic Cluster and build sustainability into courses across the University Core. In particular:

- Focus the initial Faculty Development Workshop series on faculty from those departments offering UC Natural Fit courses to initiate a sustainability-focused Thematic Cluster.
- Have one member from each department attending an initial Workshop serve to jumpstart the department's understanding of its relationship to sustainability. That faculty member could also develop sample, flexible content, aligned with relevant ELOs, which all department faculty teaching UC courses and/or sections could use to develop content.
- To facilitate incorporating sustainability content into multiple sections where only one section instructor is attending the Workshop, focus on helping the participant create a subject matter framework that is aligned with ELOs and comprehensive, while still flexible enough to allow other section leaders to buy into the approach and individualize. This would facilitate not only expediting the Thematic Cluster approach, but also the buy-in for integrating sustainability into the cultural and academic fabric of QU.

Sustainability is best understood as a journey. The process of becoming a sustainability-infused institution is iterative, with each step along the way being built on what has come before. QU is still in the beginning stages of its journey with respect to including sustainability in its curriculum. While it does not have an academic program focused on sustainability, QU does have awareness among a broad group of stakeholders, including administrators, faculty, students, and staff, of the importance of sustainability issues, and an enthusiasm for bringing about the change needed to move QU further along in its journey. The University has an opportunity now to channel this interest and energy to bring about transformational change.

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Appendix A:

Notes from Curriculum-focused Meetings March 4th, 2014

Meetings were about an hour each. After a brief presentation of preliminary Resonate research and findings, discussion focused on each group's ideas for sustainability goals. Below is a summary of goals and discussion points that emerged from each meeting.

I. Faculty – School of Business & Engineering

Goals expressed:

1. Gather information to create an accurate baseline assessment of current QU sustainability content in the curriculum and accurately reflect that curriculum content in the course catalogue.
 - a. Conduct an in-depth baseline examination and assessment of sustainability in the curriculum (based on the catalogue and more detailed Department-level course descriptions)
 - b. Correct and expand catalogue course descriptions to more accurately portray sustainability focus or elements in communications about courses to students
2. Create a framework that enables faculty to include sustainability in QU curriculum so that sustainability becomes embedded as a values-based concept in the fabric of the QU academic community. Raise student and faculty awareness of sustainability concepts and issues.
3. Develop a way to support and address students' experiences and ideas.
 - a. Focus on methods to connect students' daily lives to sustainability concepts
 - b. Provide means to integrate students' ideas into classroom exploration and treatment of sustainability concepts
4. Whatever approach is decided on, make sure it does not become a mandate. Establish a common understanding of the definition and scope of sustainability. Then facilitate the faculty's independent efforts, rather than requiring departments or faculty to address sustainability or to teach or approach material in an identical way.

Discussion notes:

Freshman should be exposed in some way to a definition or understanding of the concept of sustainability. Maybe the Freshman Experience (QU 101) could be a platform to do this.

For the most part, where sustainability is being integrated into a course, it is due to the goals and abilities of individual faculty members, without seeking approval or authorization from department heads. ("We just do it.") Beyond that, there is not a larger conversation going on among faculty about sustainability.

Sustainability cannot be viewed as an add-on, burden, or faddish approach to curriculum ("the flavour of the year").

Evidence is starting to emerge that employers are seeking graduates conversant in sustainability issues and concepts, so integrating it into existing curriculum should be viewed as a value-add to the overall value of a QU education.

II. Faculty and Assistant Deans – College of Arts & Sciences

Goals expressed:

1. Improve QU's public-facing information about what QU is already doing in the area of sustainability in the curriculum. This will improve QU's chances of attracting applicants who have an interest in sustainability and better inform enrolled students about sustainability in the curriculum. This goal does not require adding anything; it is focused on better communication about what is already in place. Once sustainability content is identified, communication should clearly identify those courses that include sustainability concepts.
2. Seek funding to incentivize faculty to develop sustainability-focused programs and research. The administration should provide more support and advising for grant writing that supports sustainability goals.
3. Increase administrative public support for sustainability goals to elevate its importance in the community and raise awareness. The administration should be more vocal about sustainability, and should specifically articulate a commitment to, or in some way emphasize the importance of, sustainability.
4. Sustainability should not be a new initiative, but rather should be incorporated into curriculum, culture, and core values.
5. Develop and present a framework or context for why there should be a culture of sustainability across the campus to garner the administration's financial and conceptual support. Educate the community on this raise awareness and stimulate interest and activity.

Discussion notes:

Several attendees expressed support for the goal of improved public communication about sustainability already in QU curriculum. One suggested that courses that are focused on, or relate to, sustainability should be clearly denoted in the course catalogue by, for example, adding a sustainability icon to the catalogue.

Some faculty recounted hearing from students (not attending QU) that they were not attracted to QU because it has no environmental/sustainability component. ("We're losing potential students.")

QU is in the midst of a multi-year process of evaluating and developing the core curriculum, and anything that is done based on integrating sustainability must be careful not to be perceived as adding yet another requirement. The departments should perceive an opportunity to advance integration of sustainability into the curriculum because the administration supports, not requires, it.

Each department has developed specific Program Learning Outcomes (PLOs), which are developed by the departmental faculty working with the department heads. The PLOs are in addition to the Essential Learning Outcomes (ELOs), applicable to all QU students.

Creating a culture of sustainability at QU will require an effort get the faculty "on board." Their support for the effort is critical to its success. There is currently broad interest in sustainability among faculty. Framing the effort as a means of achieving ELOs will help generate support.

Using sustainability to support ELOs would be very effective. Making the connection between sustainability and the ELOs would provide a context to begin campus-wide conversation and communication about the concept of sustainability.

III. Faculty – School of Health Sciences

Goals expressed:

1. Increase opportunity for service-learning programs in the local community that focus on sustainability-related challenges.
2. Integrate sustainability-related concepts into the “pure science” courses; recognize that it is “Health Science” – environmental and social drivers of human health issues should be a part of the curriculum.
3. Attain leadership and support at the dean’s level for making sustainability a priority and including a sustainability component in the strategic plan at the department level.

Discussion notes:

Department goals can be an obstacle to faculty’s ability to implement innovative programs, such as service-learning, community-based approaches. Departments need to recognize the need for innovation in this area, and provide more support for it.

Some faculty can be perceived as resistant to change and innovation – possibly just apathetic and unengaged. And yet their support for a new or innovative approach, such as a community-based health program, is necessary for success. How can the overall faculty culture be changed? Look at the implementation of the IMAInE program for guidance here.

QU’s Strategic Plan provides opportunity and support for innovation, but leadership (Deans level) is needed to make it a priority.

QU students need to be better prepared for medical school, where many innovations have been developing lately (“e.g., the “whole patient movement”). Providing opportunities to learn about and explore the concepts that have been informing medical education could, and should, be perceived as a value-add to the students’ experience. Focusing on the marketability of QU students to medical schools would provide support for this.

There was discussion around QU Medical School, which focuses on training general practitioners – the very medical professionals who most need a deep understanding of the “whole patient” and the impacts of environmental and social drivers on human health. Some discussion focused on the idea of convening a conversation with the QU Medical School people about what they are looking for in applicants, so that QU could better assess whether QU undergraduate education is providing it. Another suggestion was to look at QU’s and its Peer Group’s medical school admission standards to see whether and/or to what extent QU undergraduate education is delivering qualified candidates. This could provide impetus to changes in the School of Health Sciences curriculum to include social and environmental impacts and perspectives.

IV. Curriculum Study Group

Goals expressed:

1. Establish a baseline of current sustainability-in-the-curriculum.
2. Develop an overarching narrative of the meaning and scope of sustainability, and how it connects to each major in the curriculum.

3. If sustainability is approved as a Thematic Cluster, develop and provide general education for advisors and faculty about sustainability in higher education institutions and QU's sustainability Thematic Cluster.

Discussion notes:

"Thematic Clustering" is an approach that the Curriculum Group is considering to enhance students' academic experience. This approach would integrate selected subject matter themes into the general education University Curriculum (UC) body of courses, starting with the Freshman Experience level (via QU 101), where students would be introduced to the theme. The theme would function as a tool to support each student's ability to think critically in his or her major. Students would select theme-related courses from the four UC core areas. Finally, all students would complete a senior-year capstone project that would connect the theme to their major.

The four UC core areas where students are required to select courses are:

- Sciences
- Social Sciences
- Humanities
- Arts

Each of the four areas is defined, and to qualify as a UC course, a course must demonstrate to a committee alignment with all parts of the UC definition.

There are a number of concepts under consideration to be themes, and sustainability, because of its interdisciplinary nature, seems to be a natural fit in this approach. Other theme candidates include concepts already in place as Minors, especially interdisciplinary Minors (e.g., Women's' Studies).

This concept is still quite preliminary, as the group has not yet determined whether a Thematic Clustering approach is even feasible. The group hopes to complete study and consideration, and make a decision, on whether to move forward with this approach by the end of April.

There are significant logistical challenges to implementing a Thematic Clustering approach. First, the Administration, Planning and Facilities must be fully aligned with the curriculum, so that thematic courses are assured to be available to students for the length of their academic career at QU. Another challenge involves the required size of UC courses; because these are required courses, there are many sections of each. As an example, most UC courses require approximately 10 sections. There would need to be 4 - 5 sustainability-themed courses available in each core area for students to choose from. As many as 30 faculty members would be needed to teach the courses. This presents significant challenges in faculty engagement in the themed subject matter and in ensuring consistency and quality of the content and delivery across all sections. Finally, there are also challenges regarding aligning course times, enrolment numbers, available classrooms, and the number of themes eventually adopted. The group is currently thinking about having four.

Other approaches that could also be considered include making sustainability a minor or a certificate program.

Foundational work in establishing the meaning and scope of "sustainability," its nexus to each major in the curriculum, and faculty education would facilitate the work of the group if they decide to go with a

Thematic Clustering approach and adopt sustainability as a theme. The Advising process would also have to be modified to accommodate this new approach, and the group would need assistance on how to educate advisors as to what sustainability means.

V. Associate VP for Academic Affairs & Chief Diversity Officer

Lessons learned:

- Change takes time
- Think hard about what you want and need (including time and space to think of the possibilities and collaborate) and don't ask for less
- Look at the Strategic Plan and see how your initiative can be embedded rather than stand-alone
- Defining the initiative is critically important; use the broadest definition you need to achieve your goals
- Incorporate it into the classroom; bridge the culture gap between service and curriculum
- Gain support of top leadership to attain the resources you need

Discussion notes:

There is a strong service culture at QU, but:

- (1) it is entirely outside of and separated from the curriculum, not even regarded as "co-curricular," but rather is "on the side;" and
- (2) underrepresented students largely do not become involved in service programs, because such programs come at a cost, and such students often cannot afford it.

The Albert Schweitzer Institute (ASI) has built a community of faculty around the concept of global learning. It does great service work, but it too operates entirely outside the curriculum. This results in students returning from impactful service trips with no way to continue or integrate their experience and learning on QU campus.

Administration support for programs like this can take several forms:

- Funding
- A coordinator to facilitate efforts
- Providing time/space for faculty to meet, discuss, even just to think of the possibilities
- Workshops
- Providing time (away)
- Conference opportunities

Appendix B:

Quinnipiac University Courses

B-1: Sustainability Courses

QUINNIPIAC UNIVERSITY - QUALIFYING SUSTAINABILITY COURSES		
		Green = Courses where sustainability content is clear ("Sustainability Courses")
		Black = Courses that appear to have some sustainability content ("Courses that Include")
		Blue = Sustainability elements and concepts identified in Courses that Include Sustainability
DEPT/COURSE NUMBER /NAME	UC COURSE AREA	COURSE DESCRIPTION
Anthropology		
AN 310 - Cross-cultural Perspectives on Gender, Sex and Sexuality		This course introduces students to the social and cultural constructions of gender, sex and sexuality around the world. Students discover the way anthropologists approach these topics. They explore the constructions as they relate to notions of biology, family, households, work, migration, inequality/inequity, economics and class status, violence and race and ethnicity.
Athletic Training		
AT 460 - Advanced Nutrition		This advanced level food and nutrition course examines the composition and physiological role of nutrients and their relationships to health and the body. Macronutrient metabolism as well as a detailed examination of the role of vitamin and mineral metabolism are explored. Current nutrition issues of supplement use, weight management, sports nutrition, nutritional ecology and the application of nutrition directly to food and its preparation also are addressed.
Biology		
BIO 105 - Introduction to the Biological Sciences	Sciences	This course introduces natural science to the nonscientist with an emphasis on problems confronting society. Relationships between humans and the environment are included.
BIO 106 - Science and Society: Concepts and Current Issues	Sciences	This course introduces natural science to the nonscientist with an emphasis on problems confronting society. Current health and scientific issues in the news are emphasized to help students recognize the importance of science in their daily lives.
BIO 152 - Ecological and Biological Diversity		Central concepts and issues in ecology and biodiversity by building on information and skills acquired in BIO 150 and BIO 151 Specific areas of interest include populations and forces that regulate them, species concepts, and the ecological roles and evolutionary significance of key organisms.
BIO 161 - Introduction to the Biological Aspects of Science and Society	Sciences	Current health and scientific issues in the news are emphasized to help students recognize the importance of science in their daily lives.
Civil Engineering		
CER 220 - Civil Engineering Site Design		This course provides students with the necessary background to select and develop sites for civil engineering structures as well as review the work of others. Proper site selection and engineering have a significant impact on the economics of a project and long-term utility of the constructed facility. Specifically, the course covers the skills of determining site layout and access, establishing site contour and drainage, installation of utilities, elementary surveying, creation of drawings using a computer-aided drafting package, and the development of environmental impact statements.
CER 420 - Fundamentals of Environmental Engineering		This course introduces students to the field of environmental engineering with an emphasis on basic principles, design, problem solving and sustainable solutions to environmental engineering problems.
CER 450 - Water and Waste Water Technology		Students study engineering solutions to problems of water processing, water distribution, waste water collection, waste water treatment and sludge processing.
CER 455 - Advanced Environmental Engineering		Students extend what they learned in CER 420, Fundamentals of Environmental Engineering. This course provides a more in-depth look at environmental policies and regulations concerning water and air and their implications on design. Case studies and projects illustrate the practical concerns and issues involved in environmental stewardship and sustainable development
Economics		
EC 304 - Environmental Economics		This course examines environmental issues and their economic impact. Topics include economic efficiency both in market and nonmarket activities; dynamic efficiency for nonrenewable and nonrenewable resources; how environmental problems are modeled from an economic perspective; and principles of environmental policy design at the state and federal level.
EC 206 - Urban Economics		This course provides an economic analysis and evaluation of urban problems organized around the inherent conflict between private enterprises and the maintenance of the quality of life in urban areas. Economic factors in growth of cities and metropolitan areas are explored. Topics include the location of economic activity, land use patterns and transportation, transportation, combating poverty and poor housing, provision of adequate health care, organization and financing of public activities and problems of decline and growth.

Entrepreneurship & Strategy		
ENT 250 - Ventures in Social Enterprise		Social enterprises use the skills and strategies of business to innovatively and sustainably solve social, environmental and/or economic problems. The ventures created by social entrepreneurs can be nonprofit, for-profit or an innovative hybrid of the two. Drawn from the public service dimension of the University mission, this course provides guidance in the conception, design and execution of experiential service learning projects that fall under the social enterprise domain.
STR 610 - Business Sustainability (Graduate)		This course provides students with a comprehensive conceptual and applied understanding of the sustainability challenges and opportunities facing corporations on a global scale, with primary emphasis on environmental sustainability . Students are exposed to a variety of pressing sustainability issues and to frameworks, techniques and approaches for successfully dealing with them.
Geography		
GP 101 - Introduction to Geography		This course examines the general structure and methodology of geographical study. The physical, biotic and cultural environment and people's activities are covered, as are the world's land masses, their surface features and climates, and their relationships to human, social, economic and political organization .
History		
HS 565 - Topics in Geography in the 21st Century (Graduate)		Students are introduced to the general structure and methodology of geographic study in a cultural setting. The interaction among environments, populations, ways of life and locations are studied in a coherent, organized way . The distribution of people, food, energy and resources are analyzed , and there is an assessment of how to evaluate environmental potential, to deal with other peoples, to maximize available opportunities, and to determine which course of action to follow for progress and growth.
International Business		
IB 201 - Globalization and International Business	Social Sciences	This course introduces students to issues concerning globalization and international business. Students examine the critical role of international trade and international investment, as well as the impact of multinational corporations on the globalization process. The role of the business community in reducing the negative effects of globalization while at the same time availing itself of its benefits is considered. Global issues such as poverty, economic development and education, and the formulation of sustainable, environmentally friendly development strategies are addressed . Insights are drawn from social sciences disciplines such as economics, political science, sociology and cultural geography.
IB 600 - Managing in a Global Economy		This course helps students understand the global trends and issues that create business opportunities in foreign markets as well as the impact of the global environment on domestic business practices and opportunities. Students examine the economic, social and political issues that affect a firm's strategy for entering international markets and how cross-cultural issues affect internal business processes .
Occupational Therapy		
OT 555 - Pharmacology and Environmental Toxins		This course addresses the effects of drug therapy and environmental toxins on the therapeutic process and daily occupational performance of clients. Pharmacokinetics, side effects, drug interactions and current environmental risks are addressed for each body system . Students identify implications for practice based on performance effects observed. This course integrates information from previous courses on bodily systems, human performance, and environmental risk factors with advanced practice issues related to medication and environmental risks .
Science		
SCI 162 - Consumer Chemistry	Sciences	Students are introduced to the methods of science by studying the chemistry of the Earth's environment. Topics include the atmosphere and chemical pollutants, the ozone layer and its interaction with light waves, the implications of consumer products upon global warming , the chemistry of Earth's water supply, the chemical nature of acids, bases, pH and the causes of acid rain .
Management		
MGMT 402.01 - Senior Seminar in Management		This course will be conducted with sustainability as its principle theme and this will be studied in the different ways that it may be manifested as an organizing principle. That is, the course will be divided into three sections dealing with the following expressions of sustainability - corporate social responsibility, employee development and strategic resource sustainability .

B-2: Natural Fit Courses (UC)

QUINNIPIAC UNIVERSITY - NATURAL FIT COURSES - UC

DEPT/COURSE NUMBER /NAME	UC Area	COURSE DESCRIPTION
Seminar Series		
QU 101 - The Individual in the Community	QU Seminar	This first-semester interdisciplinary seminar introduces students to Quinnipiac University by challenging them to locate themselves as individuals who can read, reason, speak and write critically about their academic and civic responsibilities as engaged members of their new learning community. Students consider fundamental questions of identity and community, and the interplay of individual rights and group responsibilities. QU 101 also lays the groundwork for considering how students can extend their roles and responsibilities as members of the Quinnipiac University community to the national and global perspectives they will consider in QU 201 and QU 30.
QU 201: National Community	QU Seminar	The second-level seminars look at the structure of the pluralistic American community. Students have the chance to investigate the interaction of people, ideas, science and technology or political, economic and social movements. The course covers a variety of disciplinary and ethical perspectives in literature, fine arts, religion, economics, business, science and technology. All sections address the common course questions: 1) What is the meaning of community in a national context; 2) What is the effect of individualism on our concept of national community and citizenship; and 3) What is the effect of our pluralistic and multicultural heritage on our concept of national community and citizenship?
QU 301: Global Community	QU Seminar	In these seminars, students learn about the political, social, cultural, ecological and economic systems that shape global communities. They explore their role as citizens of these global communities and examine cultural values and identity in the context of various religious belief systems. Topics can range from the Middle East to Oceanic America, from health care to understanding and combating poverty, depending on the specialty of the instructor. All sections address the common course questions: 1) What is the global community? 2) What is our investment in the global community? and 3) How do we balance personal allegiances or affiliations with membership in the global community?
Anthropology		
AN 102 - Bones, Genes and Everything in Between: Introduction to Biological Anthropology	Sciences	In this course, students explore human origins and modern human diversity from an evolutionary perspective. Participants begin with the processes of evolution and natural selection, along with the mechanisms of genetic inheritance at the molecular level. Next they focus on our closest living relatives, the non-human primates, and then discuss the evidence for primate and human evolution found in the fossil record. The course concludes by exploring the origins of modern human diversity and the evolution of language.
AN 103 Dirt, Artifacts, Ideas: Introduction to Archaeology	Social Sciences	This course introduces students to the social science of archaeology, one of the four subdisciplines within anthropology. Students explore the history and methodology of archaeology, human evolution and adaptation, the relationship between humans and the natural environment, and the interpretation of archaeological data. The ethics of doing archaeological fieldwork and the contemporary debates within the discipline also are discussed.
AN 101 - Local Cultures, Global Issues: Introduction to Cultural Anthropology	Social Sciences	This introductory course provides a broad overview of cultural anthropology, giving students the tools to understand, speak and write about human diversities and similarities cross-culturally. Course materials emphasize issues of race, ethnicity, class and gender, making visible for students the inequalities and power dimensions embedded in societies throughout the globe.
AN 222 - Indigenous Peoples of North America	Social Sciences	Students are introduced to the diversity of indigenous cultures as they changed and transformed from the time of human migration to the North American continent to today. There is particular emphasis on the contact period with European explorers and settlers. Attention is focused on the contemporary lives of indigenous peoples, including people living on reservations and in urban areas, with regard to the unique place they occupy in society and history and their continuing struggles for recognition and equality.

Art		
AR 102 - Art History: Ancient Through Medieval	Fine Arts	This introductory course considers art as seen in its cultural and historical context from prehistory through the medieval period. Students explore the stylistic elements that make great works typical of their era.
AR 103 - Art History: Renaissance Through Contemporary	Fine Arts	This introductory course considers art as seen in its cultural and historical context from the Renaissance through the contemporary era. Students explore the stylistic elements that make great works typical of their era.
AR 104 - Survey of Non-Western Art	Fine Arts	Participants study the major themes and forms of non-Western arts from East Asia, South Asia, Africa, the Pre- Columbian Americas and Oceania, with emphasis on their cultural, philosophical and religious contexts. Students define works of art both formally and within the framework of their method of manufacture, audience and cultural value. They also explore aspects of various non- Western religions, cultural considerations and influences in relation to the works.
AR 105 - American Art	Fine Arts	This introduction to painting of the United States from the earliest days to the present includes a careful analysis of representative works reinforced by visits to area art galleries.
Biology		
BIO 101 - General Biology I	Sciences	This course considers the basic concepts of life science with emphasis on the methods of science and the role of science in society, the chemistry of life, and molecular and cellular evolution. Selected topics include cellular biochemistry, the central dogma of biology, regulation of gene expression, cell structure and cell cycles. An honors section of lecture and lab is available. Primarily for students in bachelor's degree health science programs. First semester of a full-year
Bio 102 - General Biology	Sciences	This course covers the basic concepts of life science with emphasis on viral and cellular reproduction, genetics, evolutionary mechanisms, phylogenetic inference, a broad taxonomic survey, and ecology. Selected topics include sexual reproduction and classical genetic analysis, microevolution, speciation, macroevolution and application of comparative anatomy and physiology to illuminate evolutionary relationships and their ecological context. An honors section of lecture and lab is available. Primarily for students in bachelor's degree health science programs.
Biomedical Sciences		
BMS 110 - The World of Microbes	Sciences	In this course, which is designed for non-science majors, students are introduced to the relevance of microorganisms in everyday life. Topics include: microorganisms in the environment, infectious diseases, biotechnology, foods and beverages, antibiotics and host defense mechanisms. Laboratory work stresses standard procedures used in microbiology.
BMS 200 - Biology of Aging	Sciences	Current advances in the understanding of the neural, endocrine and other body systems suggest that the process of aging may be triggered by signals originating in these systems. This hypothesis provides a framework upon which to study the effects of neuroendocrine changes upon the maturing body. Age related changes in nervous and hormonal activity regulate the timetable of important physiological events such as birth, adolescence, menopause and old age. The aim of the course is to study the specific and primary changes in physiological mechanisms that result in the process of aging. The profound physiological changes and restrictions that result make the study of the relevant biological processes fundamental to gerontology.
BMS 117 - Human Organism	Sciences	Concepts in human biology designed primarily (although not exclusively) for students in non-science programs are covered in this course. Emphasis is on the human organism from a developmental and a biological perspective. Consideration and discussion of societal issues relative to human biology is an integral aspect of this course. Laboratory applications include exercises in the study of basic human biology.
BMS 162 - Human Health	Sciences	This course, which is designed for non-science majors, describes human disease from a biological viewpoint, and presents human health concerns and issues for discussion. Historical and sociological perspectives on human disease as well as the scientific investigation of disease processes are included. The role of molecular biology and biotechnology in approaching human disease also is discussed.

Chemistry		
CHE 101 - Fundamentals of General, Organic and	Sciences	This course presents the general fundamentals of chemistry: atomic theory (including radioactivity), bonding (including ions and molecules), stoichiometry, states of matter, and solutions (including solubility, acids, bases, buffers).
CHE 102 - Fundamentals of General, Organic and	Sciences	This course is an introduction to selected functional groups of organic chemistry and their application to biochemistry.
CHE 110 - General Chemistry I	Sciences	Students study the atomic theory of matter, nomenclature, chemical formulas and reaction equations, stoichiometry, the gas laws and the kinetic molecular theory, thermochemistry, atomic structure, periodicity of the elements, chemical bonding and molecular structure.
CHE 111 - General Chemistry II	Sciences	Students study intermolecular forces, properties of solutions, kinetics, chemical equilibrium, pH and acid-base solution chemistry, thermodynamics, and electrochemistry.
Drama		
DR 270 - World Theater History and Dramatic Literature I	Fine Arts	In this course, students integrate a multicultural history of world theater with the study of performance traditions and dramatic literature. Participants study the ritual foundations of theater through the theater of the early Renaissance period, emphasizing the importance of historical and literary research in devising actual production concepts for period plays.
DR 275 - World Theater History and Dramatic Literature II	Fine Arts	Students trace the development of theater from the Renaissance through the late 19th century and the beginning of modern drama. This study of performance traditions and dramatic literature emphasize the importance of locating dramatic literature within its cultural, social and historical contexts. An understanding of theater history and literature is applied to creative projects in which students develop concepts for staging plays chosen from the course reading list.
Economics		
EC 111 - Principles of Microeconomics	Social Science	This examination and application of basic economic theory considers scarcity and choice, demand and supply, elasticity, consumer theory, firm theory and market structure.
EC 112 - Principles of Macroeconomics	Social Science	This course examines the determinants of national income, unemployment and inflation. In addition, students learn how fiscal policy and monetary policy influence the economy.
Education		
ED 250 - Diversity, Dispositions and Multiculturalism	Social Science	This course examines the social, economic and political organization of public education in the United States, with a particular emphasis on the implications for historically marginalized populations. The course explores diversity and multiculturalism on the individual as well as institutional level, with a focus on concepts such as privilege, discrimination, racism and social transformation.

English		
EN 101 - Elements of Composition I	Humanities	Students develop techniques for effective writing by studying the writing process and the skills necessary for producing purposeful, unified and coherent short essays: rhetoric, effective diction, revising techniques, critical reading, critical thinking, awareness of audience, and introduction to research and documentation. Readings include expository prose and short fiction and provide a context for vocabulary and comprehension skills as well as for written response.
EN 101 - Elements of Composition II	Humanities	This course is a continuation of EN 101. The second semester reviews the student's grasp of short essay structure and of effective sentence structure, but emphasizes argument, persuasion and research writing. Essays are longer and more complex than in EN 101, and some attention is paid to writing across the curriculum.
EN 213 - The Nature Essay	Humanities	This advanced writing course focuses on the history and evolution of human thinking about nature and our relationship to it.
EN 236 - The Idea of the West in the American Imagination	Humanities	This course examines the influence of the frontier and the westward movement on American literature, revealed in such writers as Cooper, Whitman, Mark Twain, Eleanor Stewart, Willa Cather, Faulkner, A.B. Guthrie, Larry McMurtry, Louise Erdrich, Ed Abbey, Sam Shepard, Rick Bass and Linda Hogan. The nature of myth and reality and of the American attitude as affected by the opportunity to mold a fresh society is explored.
EN 265 - Survey of African-American Literature	Humanities	This survey of African-American literature from Colonial times to the present concentrates on 20th-century literature. Emphasis is placed upon close reading of selected texts in light of the changing socio-cultural conditions faced by African Americans
History		
HS 111 - The Rise of the West	Humanities	Beginning with the origins of Western civilizations in the ancient Near East, students examine the development of Western culture and society from its beginnings through the 16th century, with emphasis on the nature and values of three successive polities: the classical world of Greece and Rome, the Middle Ages, and the origins of the modern world in the Renaissance/Reformation. Consideration is given to the idea of the West and its interaction with and contact with non-Western cultures and peoples
HS 112 - The West in the World	Humanities	Beginning with the emergence of the modern state in the 16th century, students examine the social, political, economic and cultural developments of Western civilization and its interaction with the rest of the world. Emphasis is on the growth of science and technology in the 17th century, the emergence of the Enlightenment in the 18th century, the age of industrialization, nationalism and imperialism, social upheaval in the 19th century, the domination of the West over the worlds and challenges to that domination during the 20th century.
HS 131 - U.S. History to 1877	Humanities	This course traces the formation and expansion of the American nation from colonial settlement through Reconstruction using selected episodes. Themes explored include the development of a national identity, models of citizenship, the role of government, and divisions based upon gender, ethnicity, race and class
HS 132 - U.S. History Since Reconstruction	Humanities	This course explores the evolution of the American people and their nation through the major political, social and economic changes of the late 19th century to the present. Key themes include changing expectations of governance, the quest to achieve the full promise of the Declaration of Independence and the U.S. ascent to global hegemony.
HS 208 - Modern World History	Humanities	This course covers the history of the world since the 19th century focusing on the experiences and perspectives of the non-Western world. Students study the rise of nationalism, the disintegration of empires, and the growth of communal and ethnic strife across the globe in the 20th century.
HS 209 - 20th Century	Humanities	Events in Europe during the 20th century radically transformed the world.
HS 210 - Contemporary America	Humanities	This survey of American history from 1945 to the present focuses on both social and political matters. Particular attention is given to the impact of the diverse cultures and peoples that have emerged in contemporary American society.

International Business		
IB 105 - International Business Environment	Social Sciences	This course provides an introduction to the worldwide business environment in which we live and work. The course reviews the cultural, social, political, geographical and economic factors that shape economic institutions and activities in the U.S. and other countries. Global business interactions also are studied.
Music		
MU 211 - History of Jazz	Fine Arts	This course covers the origins and history of the jazz idiom from its early beginning through present avant-garde forms. Basic jazz literature is surveyed with style analysis of important soloists, small jazz groups and large ensembles.
MU 213 - Music of the 20th Century	Fine Arts	This course examines the many transformations that have taken place in art music from the late post-Romantic era up to the present time. The course presents a diverse spectrum of musical styles, and explores how popular forms, world music, and changes in society have impacted musical culture here and abroad.
Political Science		
PO 245 - International Political Economy	Social Sciences	This introduction to the analysis and understanding of the international economy from a political perspective centers on the increasing internationalization, or globalization, of the capitalist market economy. This is analyzed from three perspectives, each of which raises different political issues and strategies: neoliberalism, economic nationalism (neomercantilism), and Marxism. Current issues dealing with international trade and finance, the environment, third world development and marginalization, and gender/race issues in the international economy are discussed.
Sociology		
SO 101 - Introduction to Sociology	Social Science	Our society and culture influence who we are, how we feel about ourselves, and how we interact with others. This course investigates the ways in which our social institutions such as the family, the government, politics, religion, health care and others shape our experience. The differences that characterize a stratified society in opportunity, reward, achievement and social class are discussed.
SO 225 - Social Problems	Social Science	This course explores public issues such as poverty, violence, education and addiction as problems of individual adaptation, as a conflict of interest between groups, and as intractable characteristics of the social system. These models suggest different levels of intervention and solution.
SO 241 - Racial and Ethnic Groups	Social Science	The impact of ethnic and racial identity in the United States is examined with particular consideration of the processes of prejudice and discrimination, social class identity and mobility, and the distribution and exercise of social, economic and political power.
SC 285 - Protest and Change	Social Science	This class presents in-depth explorations of American social movements with an emphasis on understanding the underlying societal factors that influence the emergence of each. The socioeconomic and cultural identities of those involved and the ways in which strategies, tactics, and outcomes are shaped also are addressed. Discussions cover, but are not limited to, the labor, civil rights, women's rights, gay rights, anti-war and environmental
Science		
SCI 105 - Food Chemistry and Nutrition	Sciences	Students study the fundamental chemistry and nutritional role of food components including carbohydrates, fats and proteins, as well as the importance of vitamins and minerals in the diet. Students learn about recent developments in nutrition and how nutrition research is conducted. Students have an opportunity to apply these concepts to analyze and improve their own diets.
SCI 161 - Nutrition: An Investigative Experience	Sciences	This course embodies investigative experiences within the lecture. Students study the fundamental chemistry and nutritional role of food components including carbohydrates, fats and proteins, as well as the importance of vitamins and minerals in the diet. Students learn about recent developments in nutrition and how nutrition research is conducted.

B-3: Natural Fit Courses (Electives)

QUINNIPIAC UNIVERSITY - NATURAL FIT COURSES: UPPER LEVEL ELECTIVE/MAJOR COURSES	
DEPT/COURSE NUMBER/NAME	COURSE DESCRIPTION
Anthropology	
AN 223 - Latin American Societies and Cultures	The course explores the diversity of Latin American cultures and societies throughout North and South America as well as in the Caribbean, and traces the history of European and African encounters with the indigenous peoples living in the New World. An emphasis is placed on the events and forces that influence today's cultural and social traditions.
AN 240 - Ethnographic Theory and Practice	This course introduces students to ethnographic theory, method, practice and application within the discipline of anthropology. The goals are: 1) to provide students with a background of the history of ethnography; 2) to introduce students to the range of ethnographic writings in the contemporary era; 3) to encourage students to think about what ethnographic writings teach us and why they matter; 4) to compare ethnography to other forms of academic and popular writings; and 5) to consider the ethical dimensions and dilemmas of conducting ethnographic research.
AN 320 - World Heritage Sites	The onset of globalization has brought about differing views as to the ownership of cultural property and who is best suited to assume the guardianship of the world's cultural heritage. The discipline of archaeology assumes that the past is a concrete entity that can be measured and studied. As such, archaeologists considered themselves best suited in providing tools for the management and protection of global cultural heritage. This course is intended to generate, through selected readings, a discussion on the often complex political, social and cultural ramifications related to asserting ownership of the past.
AN 337 - Anthropology of Health and Medicine	This course takes a comparative study approach by looking at the diverse ways in which societies throughout the world both define and respond to disease and illness. Special attention is paid to how differently people understand the body and its relation to illness, and the importance of cross-cultural understanding for treating and curing illness in pluralistic societies
AN 340 - Anthropology of Development	This course introduces students to the concept and practice of development from an anthropological perspective. Students learn how to assess and critique the ideological threads in development discourses, and are able to identify how anthropological approaches to development differ from other social sciences and allied disciplines. Students also learn how classical social theory continues to influence policy makers and international aid bureaucrats.
Biology	
BIO 150 - General Biology for Majors	Students develop sound learning strategies and introductory knowledge within five core concepts in biology: evolution; structure and function relationships; the flow, exchange and storage of information; major pathways and transformations of energy and matter, as well as living systems as interactive and interconnected. This is the first course of a three-course sequence for biology and related majors.
Biomedical Sciences	
BMS 474 - Power of Plagues	This course examines the impact of infectious diseases on humans—in the past, in the present and in the future. From the 14th-century plague to the current HIV/AIDS, diseases have fundamentally altered the shape of society, politics and culture. This class examines some important diseases, including their impact, pathogenicity, infectivity, epidemiology, consequences, costs and lessons learned. Diseases such as smallpox, polio, rabies, tuberculosis, cholera, bubonic plague, influenza, malaria, yellow fever, syphilis and AIDS are investigated. The impact of antibiotics, antibiotic resistance and nosocomial infections also is discussed.
BMS 476 - Environmental Microbiology	Students examine the role of unique and exciting microorganisms found in the natural environment, especially those from extreme environments such as deep sea vents, hot springs, high salt or acidophilic environments, which are also of considerable industrial interest. This hands-on course examines air, soil and water microorganisms with respect to their isolation, unique physiology, ecological relationships, significance, and government/health regulations.

Business	
SB 212 - Ethics and Diversity	Students are introduced to ethical issues that arise in the functional areas of business and develop the ethical reasoning skills necessary to address such issues. Students also develop an awareness and appreciation of diversity in the workplace as well as the ability to develop strategies to address those issues.
SB 425 - CEO Lessons in Leadership	Specific skill development includes traits and values of leaders; emotional and social intelligence; crisis management; motivation and influence; building and working in teams; and followership, among other topics. Students explore leadership in practice through cases that simulate and reflect real world leadership challenges. Complementing this is the direct involvement of senior executives drawn from American corporate hierarchies who offer their unique insights into leadership done well and its specific challenges following the seminar format of the course.
SB 360 - International Microloan Funding	POSSIBLE COURSE- OFFERED 'AS NEEDED' - NO COURSE DESCRIPTIONS IN CATALOGUE
Civil Engineering	
CER 220 - Civil Engineering Site Design	This course provides students with the necessary background to select and develop sites for civil engineering structures as well as review the work of others. Proper site selection and engineering have a significant impact on the economics of a project and long-term utility of the constructed facility. Specifically, the course covers the skills of determining site layout and access, establishing site contour and drainage, installation of utilities, elementary surveying, creation of drawings using a computer-aided drafting package, and the development of environmental impact statements.
CER 440 - Introduction to Power and Energy Systems	This course includes an overview of power generation and distribution systems. Students learn additional basic-level skills in electrical engineering that enable them to solve straightforward generation and distribution problems.
Criminal Justice	
CJ 242 - Race, Crime and Justice	In this course, students explore the intersections of race, crime and law in terms of the historical context, present-day situations and future directions. Students examine the concepts of race, crime and law from the viewpoints of the offender, the victim and the criminal justice practitioner within the various aspects of the
CJ 250 - Youth Crime and Adolescent Gangs	This course deals with youth crime as distinct from adult offending. Students examine development of the juvenile delinquency concept and justification for classifying juvenile offenders as separate from adults. Factors contributing to the onset of juvenile delinquency and relevant research also examined. The course considers the development and current functions of the juvenile justice system, paying particular attention to the challenges justice officials face daily.
Economics	
EC 320 Law and Economics	This course covers the application of microeconomic theory to the law. Topics covered include the efficiency and welfare aspects of property rights, contract law, torts and criminal law, and the impact of changes in the law on economic agents.
EC 412 - Economic Growth	This course discusses the determinants of long-run economic growth. In particular, it discusses how government policy promotes and inhibits economic growth. The course is a combination of analytical models, empirical facts and policy discussion.

Education	
ED 315 - Diversity, Dispositions and Multiculturalism	This course helps students understand that teaching is a social enterprise laden with moral responsibility and that, as teachers, they must be willing to act as agents for social justice in their classrooms and in their schools. Students acquire the dispositions, cultural knowledge and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice.
ED 525 - Diversity in the Classroom (Graduate)	This course helps students understand that teaching is a social enterprise laden with moral responsibility and that, as teachers, they must be willing to act as agents for social justice in their classrooms and in their schools. This course helps students acquire the dispositions, cultural knowledge and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice.
EDL 525 - Diversity in the Classroom and School Community (Graduate)	This course develops an understanding and commitment to the position that teaching is a social enterprise laden with moral responsibility, and that teacher leaders must be willing to act as agents for social justice in their classrooms and in their schools. This course helps teacher-leaders develop the dispositions, cultural knowledge and competencies to adapt curriculum and instructional skills for culturally responsive classroom practices and to advocate for social justice at the school level.
English	
EN 509 - Multicultural Literature (Graduate)	This course entails close reading of selected literary works, reflecting stories of the multicultural experience in American literature of the 20th century. These stories are fundamentally narrative: accounts of people and events during a specific time and place, dramatizing the themes of identity and cultural heritage. Emphasis is placed on understanding the differing visions of America and on analyzing major aspects of the American Dream. The diverse nature of America as reflected in these works includes the experience of: the immigrant, the African American, the Native American, and the Hispanic, among others.
Gerontology	
GT 365 - Aging: Problems and	This course considers the social problems associated with aging, particularly in the areas of health, housing, financing and family life and the governmental policies, past, present and future, that deal with these
Global Public Health	
GPH 101 - Introduction to Global Public Health	Health is an essential human right, but much of the world still does not have access to basic public health services. The course explores how health is measured and conditions that particularly affect the poor. Principles of public health, major global communicable diseases, e.g. HIV/AIDS, malaria and tuberculosis, and maternal-child health and noncommunicable conditions are reviewed. Strategies in control of disease and achieving global health are explored.
Health Science	
HSC 262 - Nutrition in Health and Illness	This elective course focuses on the fundamentals of human nutrition in relation to disease prevention and treatment. This course applies practical nutrition concepts as vital tools for members of a health care team to achieve optimum patient care. Emphasis is placed on the science of nutrition, nutrition throughout the life cycle and clinical nutrition.
HSC 315 - Bioethical Issues in the 21st Century	Students gain a solid understanding of bioethical principles and examine ethical dilemmas in medicine and the moral arguments that accompany them. Controversial bioethics issues such as assisted-suicide, stem-cell research, medical marijuana, organ donation and designer babies are explored through research, contemporary media and the students' own moral compasses. They study the role of public policy on bioethics and investigate cases that shaped the way modern medicine is practiced today.

History	
HS 371 - Women in the Caribbean from the Indigenous Era to Emancipation	This course explores the experiences of women in the Caribbean from the indigenous populations to the end of slavery. Women's lives are explored in the context of larger Caribbean historical events and themes, including: the organization of indigenous societies, European conquest and settlement, the Atlantic slave trade, the slave and sugar plantation, black resistance, abolition and emancipation. Participants also explore experiences and perspectives peculiar to women, distinguishing their histories from men's histories. The class traces larger patterns and identifies shared experiences, but also pays close attention to factors that divided and diversified women's lives.
HS 308 - U.S. Women's History	This course covers the experience of women in America before 1900. Women's work in the family and community is stressed. Individual research is required on varied topics, such as women and rural life, women and medicine, women in the professions, women and the charter of institutions, women and human rights, and women and the sea.
HS 309 - Women in America 1920–Present	This course covers the experience of women in the 20th-century United States. Women's economic and political roles are stressed, and individual research on a specific topic is required.
HS 565 Topics in Geography for the 21st Century (Graduate)	Students are introduced to the general structure and methodology of geographic study in a cultural setting. The interaction among environments, populations, ways of life and locations are studied in a coherent, organized way. The distribution of people, food, energy and resources are analyzed, and there is an assessment of how to evaluate environmental potential, to deal with other peoples, to maximize available opportunities, and to determine which course of action to follow for progress and growth.
Industrial Engineering	
IER 465 - Principles of Industrial Hygiene	This course presents an introduction to the foundations of the field of Industrial Hygiene, a discipline devoted to the anticipation, recognition, measurement, evaluation and control of occupational health hazards. Topics include biological (e.g., microbial agents, allergens); chemical (e.g., solvents, carcinogens, dusts); and physical (e.g., radiation, temperature) hazards.
IER 475 - Global Issues in Industrial Management	This course covers industrial management topics of current interest from a global perspective. Students discuss current domestic and international challenges resulting from a global marketplace and the proliferation of information and technology. Topics include industrial management and organizational performance, total quality management, business process re-engineering, leadership, ethics, organizational change as well as the role of communication and information.
International Business	
IB 345 - Two-way Management of the Global Supply Chain	Students are introduced to strategic and tactical issues in the global supply chain management such as what to make, what to buy and how to coordinate a global manufacturing and supply system. The focus is on procurement that includes: quality control, order processing, value analysis, scheduling, warehousing, inventory control, customer service, negotiation and legal issues.
IB 600 Managing in a Global Economy (Graduate)	This course helps students understand the global trends and issues that create business opportunities in foreign markets as well as the impact of the global environment on domestic business practices and opportunities. Students examine the economic, social and political issues that affect a firm's strategy for entering international markets and how cross-cultural issues affect internal business processes. Finally, they learn to recognize the business implications of dealing in foreign currencies, hedging and exchange-rate fluctuations.

Management	
MG 340 - Supply Chain Management	This course provides an introduction to the strategies, concepts, and techniques of supply chain management. Students examine a firm as a complete business operating within an integrated network of suppliers, customers, and logistics providers. Topics include the relationships between profitability, supplier management, quality, and logistics; the management of incoming supplies and services; storage and delivery of products and services to customers; and sustainability in supply chain management.
MG 600 - Business Ethics and Legal Environment (Graduate)	This course helps students develop an awareness of the legal issues for business organizations and apply a framework for ethical decision making. Students learn to identify ethical issues, apply various models of ethical decision making, and analyze ethical cases. Topics include assessing and analyzing the legal environment of business, identifying and managing stakeholder relationships, business and government relationships and corporate social performance.
MG 640 - Strategic Sourcing and Supply Management (Graduate)	This course explores strategic sourcing and supply management in the industrial purchasing cycle for operating supplies, raw materials, components and capital equipment. Topics include strategic issues relating to the procurement decision process including supplier selection and evaluation, supplier development, make vs. buy decision, JIT purchasing, e-purchasing and the interrelationships between purchasing and other areas of the organization and the supply chain.
MG 641 - Operations and Supply Chain Management (Graduate)	This course examines the design, operation and improvement of production systems that create and deliver a firm's primary products and services. The basic principles and the strategic issues pertaining to the role of the operation in a supply chain are covered. Topics include quality management, capacity management, inventory planning, facility location and layout, and lean systems.
Mechanical Engineering	
MER 250- Computer Aided Design	Students explore the use of computer methods as an aid to solving engineering problems. Computer techniques are studied in a variety of engineering contexts. Topics include 3D solid modeling, engineering analysis, engineering computer programming and graphical presentation of information. Students learn to apply a variety of engineering related programs or routines. Considerable emphasis is placed on use of the computer as a tool in the engineering design process.
MER 472 - Energy Conversion Systems	This course provides an overview and examines the historical evolution of both classical and state-of-the-art energy conversion technology. It includes advanced analysis of energy conversion hardware, air conditioning and refrigeration as well as fossil fuel combustion processes using concepts of energy. Major methods of direct energy conversion are covered, including thermoelectricity, photovoltaics, thermionics, magnetohydrodynamics, and fuel cells. The current state of national and world energy is presented, and alternatives including renewable energy and a hydrogen economy are explored with reference to economic, political, environmental and technological factors.
Nursing	
NUR 306 - Health Assessment	This course focuses on health assessment of individuals across the lifespan. Students are introduced to a holistic approach to assessment taking into consideration bio-psycho-social-spiritual, environmental and cultural aspects.
NUR 384 - Health Assessment	This course focuses on health assessment of individuals across the lifespan. Students are introduced to a holistic approach to assessment taking into consideration biological, psychological, social, spiritual, environmental and cultural aspects.
NUR 428 - Community and Public Health Nursing	This course focuses on concepts of community and public health nursing. Emphasis is on secondary and tertiary prevention and nursing management for individuals with health problems in community settings. The delivery of safe, evidence based, holistic, patient centered care is emphasized.

Organizational Leadership	
OL 615 - Leadership Across Boundaries (Graduate)	This course covers the challenges of interacting, managing and leading across cultural differences and national boundaries. The focus is on coordinating and sustaining cooperative activities across various types of boundaries, including cultural, generational, gender, ethnic and regional. Students explore domestic and international differences as well as evaluate the implications of emerging global actors on business practices.
OL 650 - Leading Organizational Change (Graduate)	This course examines theoretical concepts and practical techniques of organizational design and change. Students gain a conceptual understanding of leadership skills required for organizational change. The study of leading organizational change includes factors relating to the need for organizational change and the strategy-structure relationship to organizational design with a focus on organizational effectiveness.
OL 662 - Ethics and Governance (Graduate)	This course uses contemporary examples and theoretical perspectives to assess the critical dimensions of ethics in leadership, and explores responsible corporate governance linked to organizational leadership.
OL 686 - Leading Public Service Organizations (Graduate)	This course examines the challenges and opportunities of public sector leadership. Course participants examine the chief executive's role as a policy maker; dealing with other community leaders and the media; discipline and ethical conduct, and leading in unionized environments. Critical leadership competencies including authenticity, trust building, exercise of power, organizational behavior, and learning to influence the work environment also are examined.
Philosophy	
PL 222 - Ethics in Biomedical Research and Health Care Delivery	Major ethical issues in biomedical research and health care delivery are explored, such as the concepts of health, the nature of human nature, ethical issues in decision-making, human experimentation, genetic engineering, behavior modification, euthanasia, and the right to health/health care.
PL 234 - Philosophies of Health, Healing and Medicine	Students examine the concept of health and the assumptions, values and consequences involved in some of the more important ways of defining, preserving and restoring it. This leads to explorations of some of the significant understandings of medicine in relation to healing and to health. Among the understandings considered are: the Western scientific model; ancient models that are seen as offering provocative alternatives—Aryurvedic, Chinese, aboriginal; more recent alternatives developed within the West—Naturopathy, Homeopathy, Reiki, etc.; and faithbased approaches—Christian science, miracle cures, etc. Although focused on health, healing and medicine, this course ultimately deals with the nature of the good society and welcomes all who are concerned with this perennial.
PL 320 - Thought and Work of Albert Schweitzer (SL)	Albert Schweitzer (1875–1965) made significant, often controversial contributions in several areas: music, philosophy, religion, medical care, service to human need, animal rights and ecological awareness. In 1952 Schweitzer was awarded the Nobel Peace Prize for his many decades of humanitarian work at his jungle hospital in West Africa. Quinipiac's Albert Schweitzer Institute offers students many kinds of projects and activities reflecting Schweitzer's many areas of involvement. In this course, students critically explore Schweitzer's life, thought and work and their application to some of the moral problems and cultural and political issues we face today.
Political Science	
PO 205 - Public Policy and Administration	Students in this introductory course develop not only an ability to understand, evaluate and design public policy, but also a capacity for ethical and effective leadership, particularly in the public sector. Students explore questions such as: What is the role of government in our lives? How is public policy made, and what are the forces that shape public policy? What public policies should government implement? How can public policies be implemented and evaluated?
PO 206 - Ethics and Public Leadership	In this seminar, students grapple with ethical dilemmas and tradeoffs in public policy and politics. The seminar focuses primarily on leadership issues in the public policy realm, as distinct from those found in public administration or business management. Topics include lying and secrecy by public officials, health care, the use of violence, treatment of minorities, poverty, gender equity, whistleblowers, conflict of interest and governmental codes of ethical conduct.

Physician Assistant	
PY 512 - Psychosocial Issues in Health Care (Graduate)	This course explores how cultural belief systems and values in a multicultural society relate to the provision of appropriate health care/counseling. Students become familiarized with the biological and psychological attributes contributing to sexual expression as well as societal values that shape perception and expression. Factors associated with communicating with and caring for individuals from different cultures, opposite genders or differing sexual preference are explored.
Social Work	
SW 506 - Human Behavior in the Social Environment I (Graduate)	Within the person/environment framework, this course provides a foundation for social work practice through an understanding of the major theories of individual and family functioning that encompass biophysical, cognitive, emotional, social and spiritual dimensions. Specific attention is paid to the roles that culture and cultural identity play in human development and what constitutes normal behavior.
SW 507 - Human Behavior in the Social Environment II: Issues of Diversity and Oppression (Graduate)	This course examines the dynamics of racism and other forms of oppression in our society and within us, and how those dynamics are intertwined with social welfare policy and social work practice. The course places racism, sexism, ethnocentrism and other forms of oppression in the historical and current economic, political and social context of the United States. It prepares students to analyze racism, sexism and ethnocentrism as they operate at the individual, community and institutional levels, and to understand how they shape the lives of men and women of all backgrounds and identities. A major theme of the course is the social worker's professional responsibility to help achieve a non-racist, multicultural and egalitarian society.
Sociology	
SO 205 - Orientation to Sociology, Criminal Justice and Gerontology	This course introduces sociology, social services, gerontology and criminal justice majors to the disciplines and fields in which they are majoring. Students meet once a week to discuss the origins, breadth and potential careers in their fields. The course orients the student to the professions within sociology, social services and gerontology through interaction with departmental faculty, former students and practitioners in the field.
SO 308 - The Immigrant Experience	Each year, people come to the U.S. from all over the world seeking religious freedom, political asylum, or better economic opportunities. Historically, immigrants and their cultures have played a large role in enriching American culture, not to mention the economy. Still, many wonder whether immigrants are also a drain on the economy and worry that they might be changing American culture for the worse, creating a backlash against immigration. In this course, students explore questions such as: Why do people migrate? How has immigration shaped the U.S. throughout its history? How does immigration impact the American economy and culture? How has immigration policy changed over time? Using a sociological perspective, students learn how structure and agency interact to shape the decisions and experiences of immigrants and about the impact of immigration on society.
Women's Studies	
WS 338 - American Literature by Women of Color	This course presents a study of the diverse literary traditions, themes and narrative strategies employed by nontraditional American women. The ways race, ethnicity and gender affect form, content, language and style of the literature are examined. Writers include: Silko, Erdrich, Morrison, Walker, Angelou, Giovanni, Tan, Kingston, Yamamoto, Cisneros and Viramontes.
All Departments	Senior Seminars/Capstone Projects. Examples:
	PRR 450 - Public Relations - Crisis management. Case study could be developed using a global sustainability-focused issue as a foundation

Appendix C:

Quinnipiac University Departments Offering Sustainability and Natural Fit Courses

Departments	Number of Sustainability Courses/Courses that Include Sustainability	Number of Natural Fit UC Courses	Number of Natural Fit Elective Courses
Anthropology	1	4	5
Art		4	
Athletic Training	1		
Biology	4	2	1
Biomedical Sciences		4	2
Business			3
Chemistry		4	
Civil Engineering	4		2
Criminal Justice			2
Drama		2	
Economics	2	2	2
Education		1	3
English		5	1
Entrepreneurship	1		
Geography	1		
Gerontology			1
Global Public Health			1
Health Science			2
History	1	7	4
Industrial Engineering			2
International Business	2	1	2
Management	1		4
Mechanical Engineering			2
Music		2	
Nursing			3
Occupational Therapy	1		
Organizational Leadership			4
Philosophy			3
Physician Assistant			1
Political Science		1	2
Science	1	2	
Social work			2
Sociology		4	2
Strategy	1		
Women's Studies			1
QU Seminars		3	

Appendix D:

Peers/Aspirants Group: Academic Programs in Sustainability

Peers/Aspirants: Sustainability Programs and Courses

	Undergrad Degree Programs	Minors	Certificates/Specializations	Graduate Programs	Total Number of Courses	Number of Sustainability-Focused Courses	Number of Sustainability-Related Courses	Sustainability Courses as Percentage of Total Curriculum	Departments Offering Sustainability Courses as a Percentage of the Total
American	Environmental Studies; Environmental Science	Environmental Science	Environmental Assessment (grad)	MA/MS: Environmental Science; Sustainability Management; Global Environmental Policy; Natural Resources and Sustainable Development	5823	303	776	19%	92%
Bentley	Sustainability Science	Earth, Environment and Global Sustainability;	Environmental Health						
BU	BA, Environmental Policy and Analysis; BS, Environmental Science; BS, Environmental Earth Science; BA, Human Geography			MA/MS: Energy and Environmental Analysis; International Relations and Environmental Policy; Environmental Remote Sensing and GIS; Global Development Policy; Ecology, Behavior and Evolution in Biology;	6727	153	328	7%	27%
Fairfield	BA, Environmental Studies								
Hofstra	BA/BS, Sustainability Studies; Urban Ecology; Environmental Resources								
Ithaca	BA/BS, Environmental Studies; Environmental Science;				1344	104	90	14%	90%
Marist	BS Environmental Science, BS Environmental Studies	Environmental Policy; Environmental Science, Environmental Studies							
Northeastern	Biology Civil engineering Earth and environmental sciences Electrical engineering Environmental studies Industrial engineering Landscape architecture Mechanical engineering Computer science & environmental science Environmental studies and history Environmental studies and international affairs Environmental studies and philosophy Environmental studies & political science Information science & environmental science	Biology (with electives customized for sustainability); Environmental geology; Environmental science; Environmental studies; Geology (with electives customized for sustainability); Interdisciplinary minor in global social entrepreneurship; Interdisciplinary minor in sustainable business practices; Marine biology; Marine studies	Sustainability field research certificate	MA Design Sustainable Urban Environments; Master Science Sustainable Building Systems					
Syracuse	BA/BS: Energy and Its Impacts; Environmental Science; Geography-Nature, Society and Sustainability; Energy Systems Engineering; Environmental Geography-Science and Landscape Dynamics; BFA: Environmental and Interior Design	Environment and Society; Engineering and Renewable Energy	Certificate of Advanced Study in Public Infrastructure Management and Leadership (Grad); Certificate of Advanced Study in Sustainable Enterprise (Grad)						
U Conn	BS, Environmental Sciences; BA, Environmental Studies; Ecology and Evolutionary Biology	Study of Human Rights	Certificate in Human rights (Grad)	MA/MS: Agricultural and Resource Economics; Ecology and Evolutionary Biology	2028	305	291	29%	38%

Appendix E:

Peers/Aspirants & STARS Reporter Group -

Reported Sustainability Courses

INSTITUTION	SUSTAINABILITY-FOCUSED COURSES		SUSTAINABILITY-RELATED COURSES	
AMERICAN				
Management	MGMT-353-001 Mgmt & Organizational Behavior R	Biology	BIO-100-B01 Great Experiments in Bio	
	MGMT-484-001 Consulting & Project Mgmt F		BIO-210-001 General Biology II	
	MGMT-517-001 Sustainability Systems F		BIO-240-001 Oceanography	
	MGMT-611-001 Leading and Managing Change F		BIO-342-001 Marine Mammals	
Economics	ECON-358-001S Econ, Envrn & Trade Pol in EU		BIO-356-001 Genetics With Laboratory	
	ECON-379-001 Economics of Environmental Pol		BIO-690-001 Ground Water Resurgence	
	ECON-490-006 Impact Evaluation of Agricultu	Intl Business	IBUS-300-002 Fundamentals of Int'l Business R	
	ECON-579-001 Environmental Economics F		IBUS-747-001A Business in Nat'l/Cultr'l Envir R	
	ECON-690-001 Market-Based Environmentalism F		IBUS-748-001B Mgmt in Emerging Markets R	
History	HIST-210-001 Ethnicity in America F	Management	KSB-613-001 Strategic Decision Making R	
	HIST-396-002 Nation and Immigration F		MGMT-360-001 Nonprofit/Soc Entrepreneurship R	
	HIST-396-004 Envir Pol in Am Hist & Culture		MGMT-660-001 Entrepreneurship & Innovation R	
Sociology	SOCY-354White Privilege and Social Justice		GLS 101 Globalization	
	SOCY-110Views from the Third World		FI 333 Seminar in Micro-Lending	
	SOCY-210Power, Privilege, and Inequality		GLS 114 Cross-Cultural Understanding	
Psychology	PSYC-240-001 Drugs and Behavior	Economics	ECON-379Economics of Environmental Policy	
	PSYC-513-001 Neuropharmacol: Biochem of Behavior		ECON-358-A01 Econ Dev of South & East Asia	
	PSYC-568-001 Alternative Medicine		ECON-374-001 Gender Roles in the Economy	
	PSYC-670-001 Behavioral Medicine		ECON-370-001 International Economics	
	PSYC-698-020 Mindfulness Therapies Rsrch		ECON-670Survey of International Economics	
			ECON-496-003 Political Economy of Mexico	
		History	HIST-225-B01 Russia & Origins Cont Eurasia R	
			HIST-250-001H Civiliz & Moderniz: Asia	
			HIST-384-N01 Hiroshima, Nagasaki & Beyond	
			HIST-454-001 The South Since Reconstruction	
		Sociology	SOCY-100-001 U.S. Society	
			SOCY-570-001 Sociology of Gender and Family	
			SOCY-596-001 Tibetan Diaspora	
			SOCY-690-001 Language, Power and Discourse	
		Psychology	PSYC-105-002 Psych:Understand Hum Beh	
			PSYC-333-001 Health Psychology	
		20		31
BOSTON U				
Biology	CASBI423 MARINE BIOGEOCHEMISTRY	Biology	CASBI196 INTRO QUANT BIO	
	CASBI443 TERRESTRIAL BIOGEOCHEMISTRY		CASBI224 SEM: BEHAV BIO	
	CASBI448 Biodiversity and Conservation Biology		CASBI260 MARINE BIOLOGY	
	CASBI486 Biological Design for Sustainable Devmp		CASBI503 SYMBIOSIS	
	CASBI523 MARINE URB ECOL		CASBI506 PHEN PLASTICITY	
	CASBI530 FOREST ECOLOGY		CASBI508 BEHAVIORAL ECOL	
	CASBI543 GLOBAL ECOLOGY		CASBI512 MAMMAL ECOLOGY	
	CASBI558 COASTAL BIOGEOCHEMISTRY		CASBI515 POPULAT GENETCS	
History	CASHI291 POLIT AM ENVIR		CASBI519 EVOL ECOLOGY	
	CASHI589 HIS ENVIR & SOC		CASBI531 ICHTHYOLOGY 1	
Elec Engng	ENGEC417 ELEC ENERGY SYS		CASBI415 BIO OF MAMMALS	
	ENGEC543 SUSTAIN POW SYS		CASBI317 LAKES & RIVERS	
	ENGEC573 SOLAR ENRGY SYS		CASBI302 VERT ZOOLOGY	
	ENGEC133 WIND		CASBI539 CORAL REEFS	
	ENGEC335 ENVIRONMNTL ENG		CASBI546 OCEAN MEGAFUNA	
	ENGEC408 INT CLEAN ENRGY		CASBI547 MARINE INVRTBTS	
	ENGEC546 SUST ENRGY TECH		CASBI578 MARINE GIS	
	ENGME543 SUSTAIN POW SYS	Chemistry	CHM 2105 Chemistry and the Environment.	
	ENGMS573 SOLAR ENRGY SYS	Economics	CASEC365 TPCS ECON HIST	
	ENGSE543 SUSTAIN POW SYS		CASEC403 GAME THEORY	
Public Health	PHTH 5214 Environmental Health.		CASEC521 DEV THEORY&POL	
	TOXC 5572 Environmental Toxicology.		CASEC561 PUBLIC ECON 1	
	HSC 2101 Health Issues of Environmental Problems.		CASEC565 TOPIC ECON HIST	
		History	CASHI302 SCI & AMER CULT	
			CASHI475 AMER CONSUM HIS	
			CASHI560 TRANSCENDNTLSTS	
			ENGBE513 BIO&ENVR ACOUST	
		Civil engng	ENGEC481 NANOMAT/TECH	
			ENGEC566 ATMOS & SPAC EN	
			ENGEC570 LASERS&APPLCTNS	
			ENGEC583 POW ELEC EN SYS	
			ENGEC280 TECH,SOC&POLICY	
			CASSO100 PRINCIPLES SOC	
			CASSO206 INTR GLOBALIZTN	
			CASSO242 GLOBALZ&POVERTY	
			CASSO411 SEM NONPROFITS	
		23		36

ITHACA				
Biology	BIOL 10310 New and Emerging Diseases		Biology	BIOL 11100 Understanding Biotechnology: Promise and Problem
	BIOL 10400 Environmental Biology			BIOL 11010 History of Life on Earth
	BIOL 10600 Plants, People, and Food Production			BIOL 11300 Insects and People
	BIOL 10900 Life in the Ocean			BIOL 11400 Examining the World through Evolutionary Biology
	BIOL 20401-01 Biology of Oceanic Islands (Honors)			BIOL 11500 Essentials of Biology
	BIOL 20402 Biology of Oceanic Islands Winter Session Practicum			BIOL 12000 Fundamentals of Biology
	L 27800 Environmental Health and Medicine			BIOL 22500 The Power of Plants: Plants in Medicine and Agriculture
	BIOL 30400 Selected Topics: Invasive Species			BIOL 27100 General Ecology
	BIOL 37800 Environmental Toxicology			BIOL 27500 Field Biology
	BIOL 36100 Ecophysiology			BIOL 28400 Field Ornithology
	BIOL 40500 Parasites and Vectors of Disease			BIOL 30800 Animal Behavior
	BIOL 46100 Ecophysiology			BIOL 32400 Wonderful Life: Genes, Evolution, and Biodiversity
Chemistry	CHEM 10500 Energy and the Environment			CHEM 10100 Chemistry and Your Body
Economics	ECON 28100 Environmental Economics			CHEM 10200 Contemporary Chemical Issues
History	HIST 27000 History of American Environmental Thought			CHEM 11700 Environmental Chemistry
1ST YEAR SEMINAR	CRN 23648 Healthy Psyches, Healthy Planet			CHEM 11900 Environmental Chemistry Laboratory
	CRN 23670 Death of Nature: Mourning Environmental Losses			CHEM 43200 Bio-Organic Chemistry
	CRN 23504 The Power of Water: Sustaining our Future		Economics	ECON 11500 Current Economic Issues
	CRN 23643 Global Warming - It's a Hot Topic			ECON 36800 Globalization and Human Development
	CRN 23598 Environmental Politics through Film		History	HIST 27200 History of the Future
	CRN 23521 Power and Energy Technologies			HIST 38700 History of Disease and Health in Latin America
	CRN 23551 Living with the Land: A Personal Approach to a Sustainable Life		1ST YEAR SEMINAR	CRN 23511 Decisions, Decisions, Decisions: The Art and Science of Decision Making
	CRN 23606 We Are What We've Eaten			CRN 23571 Chemistry as Humanity: How Chemistry Shapes Human Experience
	CRN 23628 The Indie and the Improvised: Emerging Media and a Sustainable Future			CRN 23631 Island Life: Biological Consequences of Human Arrival
MBA	BGRD 66000 Sustainable Practices in Operations and Technology		Honors Seminar	ICSM 11800-02 Facing Nature
	MGMT 39100 Managing for Sustainability			ICSM 11832 Facing Nature, Facing Ourselves
Health	HLTH 20100 Food and Society		Business	GBUS 20300 Legal Environment of Business I
	HLTH 21300 Wellness: Multicultural Perspectives on Health and Healing			GBUS 20400 Legal Environment of Business II
	HPEG 58900 Environmental Dimensions in Health Education		Health Science	EXSS 36400 Complementary and Alternative Therapies
Art Hist	ARTH 30200 Architectural Studio II: Environmental Design and Digital Representation			HINT 31200 Health Care and Culture
Sociology	SOCI 24603 Selected Topics In Social Change: Food, Ecology And Society			Ithaca College Sustainability Content Courses – Fall 2013 7
	SOCI 24700 Environmental Sociology			HINT 31300 Health Care and Culture: An International Field Experience
	SOCI 25000 Gender, The Environment and Global Change			HLTH 25000 International Health Issues
	SOCI 40200 Society and Nature			HLTH 33510 Legal and Ethical Issues in Health Policy
				HLTH 36100 Front-Page Public Policy: Policy and Epidemiology
				HLTH 48700 Multicultural Issues in Health
			Occ Therapy	OTBS 10600 Introduction to Occupational Science
				OTBS 30600 Occupational Apartheid
			Art Hist	ARTH 23300 Great Spaces: An Introduction to Urban Design
			Sociology	SOCI 11600 Introduction to Multicultural Studies
		34		40

U CONN				
Civil Engng	2210 Decision Analysis in Civil and Environmental Engineering,		Civil Engng	2010. Civil and Environmental Engineering Professional Issues Seminar
	2310 Environmental Engineering Fundamentals			3300. Environmental Engineering Laboratory
	2710 Transportation Engineering			3510. Soil Mechanics
	3320 Water Quality Engineering			4410. Computer Aided Site Design
	3510 Soil Mechanics			4510. Foundation Design
	3530 Engineering and Environmental Geology			4750. Pavement Design
	3285. Sustainable Energy Sources and Systems			4800. Hydraulic Engineering Laboratory
	3320 Water Quality Engineering			4810. Engineering Hydrology
	3510 Soil Mechanics			4820. Hydraulic Engineering
	3530 Engineering and Environmental Geology			CE 5010 - CIVIL ENGINEERING GRADUATE SEMINAR
	4210 Operations Research in Civil and Environmental Engineering			CE 5380 - BRIDGE STRUCTURES
	4310 Environmental Modeling			CE 5543 - ADVANCED FOUNDATION DESIGN
	4541 Soil Mechanics II			CE 5544 - GEOSYNTHETICS IN GEOTECHNICAL DESIGN
	4570 Bituminous Materials			CE 5545 - EARTH STRUCTURES
	4610 Advanced Structure Analysis			CE 5548 - SOIL SETTLEMENT AND CONSOLIDATION
	4730 Transportation Planning,			CE 5549 - SOIL SHEAR STRENGTH
	4910 Civil Engineering Projects			CE 5630 - WOOD DESIGN
	5030 Seminar in Transportation and Urban Engineering			CE 5840 - OPEN CHANNEL HYDRAULICS
	5221 Transportation and Transformation of Air Pollutants			CE 5740 - TRAFFIC ENGINEERING CHARACTERISTICS
	5240 Biodegradation and Bioremediation	Chem Engng		CHEG 5358 - COMPOSITE MATERIALS
	5250 Environmental Physiochemical Processes	Economics		2328 Applied Regional Analysis: The Connecticut Economy
	5252 Contaminant Source Remediation			2456 Economics of Poverty
	5253 Ground Water Assessment and Remediation			5422 International Finance: Theory and Policy
Chem Engng	5374 Bioremediation,			6466 Environmental Economics
	5381 Water Purification Principles			5474 Seminar in Development and Growth
	5385 Air Pollution			1108. Game Theory in the Natural and Social Sciences
	5384 Chemical Transportation in the Environment			2127. Beyond Self-Interest
Chemistry	4370 Environmental Chemistry Atmosphere			2126. Philosophy and Economics
	5370 Environmental Chemistry			2431. Economics of Taxation and Government Spending
	5371 Environmental Chemistry II			2440. Economics of the Global Economy
Nutritional Science	1167 Food, Culture, and Society			2444. Women and Minorities in the Labor Market
	1645 The Science of Food			2477. Transitional Economies of Russia and Eastern Europe
	3271 Food Services Systems Management Laboratory/Discussion			3439W. Urban and Regional Economics
	3272 Food Service Systems Management			3451. Health Economics
	3782 Experience in Food Service Systems Management			3479. Economic Growth
	5390 Field World on Community Nutrition.	Mech Engng		3239. Combustion for Energy Conversion
Economics	107 Honors Course: Economics, Nature, and the Environment			3255. Computational Mechanics
	1179 Economic Growth and the Environment			3263. Introduction to Sensors and Data Analysis
	2439 Urban Development and Policy			3264. Applied Measurements Laboratory
	2467 Economics of the Ocean			ME 5155 - GEOMETRIC MODELING
	3473 Economic Development			ME 6170 - COMBUSTION AND AIR POLLUTION ENGINEERING
	5421 International Trade: Theory and Policy			ME 6174 - SEMINAR IN COMBUSTION GENERATED POLLUTION
History	3202 International Human Rights	Sociology		1701. Society in Global Perspective
Mech Engrng	3265 The Engineering Process for Innovation and Value Creation			3429. Sociological Perspectives on Poverty
	3285 Sustainable Energy Sources and Systems			3701W. The Developing World
	5160 Theory and Design of Automatic Control Systems			3821W. Social Movements and Social Change
Occ Health	3174 Environmental Laws, Regulations, and Issues,			3833. Topics in Sociology and Human Rights
	4570 Pollution Control, Prevention with Environmental Management Systems			
Sociology	3971 Population			
	407 Energy, Environment, and Society			
	3821 Social Movements and Social Change,			
	3823 The Sociology of Law: Global and Comparative Perspectives			
	5471 Energy, Environment, and Society			
		53		47
	TOTAL SUSTAINABILITY-FOCUSED FOR 4 INSTITUTIONS	130		TOTAL SUSTAINABILITY-RELATED FOR 4 INSTITUTIONS
				154

Appendix F:

All STARS Participating Institutions: Reported Sustainability Related Courses as Percentage of Total Curriculum

STARS Participants - Sustainability-Related Courses - Reported Courses as a Percentage of Total Curriculum

Alfred State College	6.8%	Luther College	2.1%	Tufts University	6.8%
American University	14.8%	Macalester College	14.7%	Unity College	13.7%
Anne Arundel Community College	16.9%	Maharishi University of Management	>30%	University at Albany	1.7%
Appalachian State University	25.5%	Marquette University	15.2%	University at Buffalo	8.5%
Arizona State University	6.8%	Maryville College	5.5%	University of Alaska Anchorage	13.7%
Auburn University	6.2%	McGill University	13.7%	University of Alaska Fairbanks	12.5%
Babson College	4.0%	Miami University	1.9%	University of Alberta	5.0%
Ball State University	1.0%	Mills College	6.2%	University of Arkansas	2.2%
Bard College	2.1%	Missouri University of Science and Technology	6.3%	University of Arkansas at Little Rock	5.1%
Baylor University	6.3%	Mount Holyoke College	2.7%	University of British Columbia	5.3%
Bellevue College	2.1%	Muhlenberg College	1.8%	University of Calgary	5.6%
Berea College	4.8%	New Mexico State University	1.4%	University of California, Davis	3.3%
Boston University	5.4%	North Seattle Community College	5.6%	University of California, Irvine	1.9%
Bowdoin College	5.7%	Northern Alberta Institute of Technology	12.0%	University of California, Los Angeles	2.8%
Brandeis University	5.9%	Northern Arizona University	13.0%	University of California, Merced	5.6%
Bridgewater College	8.9%	Northland College	25.8%	University of California, Riverside	0.5%
Brunswick Community College	8.1%	Nova Scotia Community College	29.6%	University of California, San Diego	4.5%
Bryant University	9.6%	Oberlin College	3.8%	University of California, Santa Barbara	0.4%
California State Polytechnic University, Pomona	13.8%	Okanagan College	15.4%	University of Cincinnati	2.4%
California State University, Channel Islands	24.2%	Oklahoma City University	0.7%	University of Dayton	4.7%
California State University, Chico	8.3%	Old Dominion University	2.8%	University of Denver	21.9%
California State University, Fullerton	3.2%	Onondaga Community College	5.7%	University of Illinois, Urbana-Champaign	7.2%
California State University, Monterey Bay	18.2%	Orange County Community College	2.0%	University of Iowa	6.4%
Carnegie Mellon University	3.1%	Oregon Institute of Technology	4.0%	University of Kansas	4.3%
Central Carolina Community College	10.9%	Oregon State University	13.4%	University of Kentucky	7.4%
Central Ohio Technical College	0.9%	Pace University	3.2%	University of Louisville	5.4%
Chatham University	8.5%	Pacific Lutheran University	12.1%	University of Maryland, College Park	5.9%
Clarkson University	10.5%	Pacific University	1.5%	University of Massachusetts Amherst	3.6%
Cleveland State University	6.3%	Pennsylvania State University	0.5%	University of Michigan	6.5%
Colby College	6.9%	Pittsburg State University	22.5%	University of Minnesota, Morris	8.6%
Colgate University	5.0%	Pomona College	14.1%	University of Minnesota, Twin Cities	6.4%
College of Saint Benedict	5.5%	Portland Community College	5.6%	University of Missouri, Kansas City	2.5%
Colorado State University	26.7%	Portland State University	2.8%	University of Montana	3.7%
Columbia University	10.2%	Princeton University	7.7%	University of Mount Union	3.1%
Cornell University	7.3%	Purdue University	2.8%	University of Nevada, Las Vegas	1.1%
Dalhousie University	5.4%	Raritan Valley Community College	2.4%	University of New Hampshire	20.3%
DePauw University	17.6%	Red River College	7.9%	University of North Carolina at Greensboro	7.0%
Denison University	6.0%	Richland College - DCCCD	6.1%	University of North Florida	5.7%
Dickinson College	8.9%	Richland Community College	8.7%	University of North Texas	4.8%
Dominican University of California	10.8%	Ringling College of Art and Design	4.1%	University of Northern Iowa	14.9%
Duke University	3.3%	Rochester Institute of Technology	4.1%	University of Notre Dame	2.8%
Earlham College	2.2%	Rocky Mountain College of Art + Design	5.0%	University of Ottawa	4.2%
East Tennessee State University	24.3%	Saint Louis University	4.9%	University of Puget Sound	> 30%
Eastern Connecticut State University	5.6%	Saint Mary's University	3.6%	University of Richmond	4.0%
Eastern Iowa Community College District	4.9%	San Diego State University	3.9%	University of San Diego	6.3%
Eastern Mennonite University	18.6%	San Jose State University	3.8%	University of Saskatchewan	3.5%
Edmonds Community College	6.6%	Scripps College	0.2%	University of South Carolina	6.2%
Elon University	5.1%	Seattle Central Community College	11.0%	University of South Florida	12.5%
Emory University	10.5%	Sewanee - The University of the South	7.3%	University of Tennessee at Knoxville	2.0%
Estrella Mountain Community College	4.1%	Sheridan Institute of Technology and Advanced	0.2%	University of Texas at Arlington	1.0%
Evergreen State College, The	> 30%	Shoreline Community College	1.9%	University of Texas at San Antonio	1.3%
Ferrum College	11.3%	Simon Fraser University	7.1%	University of Vermont	2.2%
Fleming College	13.9%	Slippery Rock University	20.3%	University of Virginia	4.9%
Florida Gulf Coast University	5.9%	South Seattle Community College	16.6%	University of Washington, Seattle	2.3%
Florida International University	5.6%	Southern Illinois University Carbondale	25.9%	University of Wisconsin-Green Bay	7.7%
Florida State University	2.4%	Southern Illinois University Edwardsville	9.8%	University of Wisconsin-Milwaukee	3.6%
Frostburg State University	1.5%	Southern Oregon University	4.3%	University of Wisconsin-Oshkosh	7.7%
Furman University	11.0%	St. John's University	32.9%	University of Wisconsin-River Falls	7.1%
George Mason University	0.7%	St. Lawrence University	4.5%	University of Wisconsin-Stevens Point	16.5%
Georgia Institute of Technology	> 30%	Stanford University	4.4%	University of Wisconsin-Stout	12.1%
Gettysburg College	8.5%	Stark State College	9.5%	Université Laval	4.0%
Grand Valley State University	15.3%	State University of New York College of Environ	17.6%	Utah State University	4.6%
Green Mountain College	> 30%	State University of New York at Brockport	2.6%	Valencia College	5.5%
Guilford College	11.8%	State University of New York at Cortland	0.9%	Vassar College	2.3%
Haverford College	0.4%	State University of New York at Geneseo	3.6%	Virginia Commonwealth University	1.5%
Hawaii Pacific University	10.1%	State University of New York at Oneonta	3.0%	Virginia Tech	6.7%
Hope College	1.1%	State University of New York at Oswego	5.3%	Virginia Tech	6.7%
Hopkinsville Community College	9.2%	Stetson University	3.8%	Wake Forest University	5.5%
Humber College	8.0%	Taylor University	4.7%	Wartburg College	11.8%
Humboldt State University	8.4%	Texas A&M University	12.9%	Washington University in St. Louis	8.7%
Illinois Institute of Technology	3.0%	The College of Wooster	2.2%	Weber State University	2.6%
Illinois State University	2.3%	The New School	0.8%	Wellesley College	2.2%
Indiana State University	> 30%	The Ohio State University	2.2%	Wesleyan University	10.2%
Iowa State University	31.3%	The Ohio State University at Lima	8.1%	Western Kentucky University	6.6%
Ithaca College	14.0%	The Ohio State University at Mansfield	7.4%	Western University	3.9%
James Madison University	0.9%	The Ohio State University at Marion	6.7%	Western Washington University	> 30%
Jefferson Community and Technical College	14.5%	The Ohio State University at Newark	3.9%	Westminster College	15.5%
Kankakee Community College	10.2%	The University of Arizona	15.2%	Williams College	1.8%
Keene State College	14.0%	Thompson Rivers University	2.9%	Yale University	2.1%
Lawrence University	8.0%	Towson University	1.7%	Yeshiva University	5.3%
Loyola Marymount University	1.9%	Truman State University	2.7%		

Data presented is derived from information reported by the STARS-participating institutions. Institutions report the total number of courses in the curriculum and the number of sustainability-related courses.

Quinnipiac University Benchmarking Report

Quinnipiac University
May 2014



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EXECUTIVE SUMMARY

Quinnipiac University (“QU”) engaged Resonate to benchmark QU with respect to sustainability against a group of institutions QU identified as its “Peers/Aspirants.” We performed this benchmarking using several metrics for the higher education marketplace. First, we used HEAT™, a proprietary sustainability benchmarking tool of Resonate. We also looked at memberships in industry sustainability organizations, sustainability performance recognition from various ranking and rating organizations, and indicators of planning and implementation activities related to sustainability programming.

Our analysis revealed that QU is in the lowest band of the three-band HEAT™ ranking, Compliant. Other benchmarking metrics show that QU lags behind a majority of the Peers/Aspirants in broad-based sustainability performance recognition, as well as involvement in industry organizations. We note, however, that the Peers/Aspirants have among them some very high performers with respect to sustainability.

Benchmarking reveals what is being done as well as what is possible. We see opportunities for QU to improve its sustainability profile while at the same time working toward achieving QU’s Strategic Plan objectives. If QU decides to improve its sustainability profile, we recommend that QU intentionally align its sustainability goals with the QU’s Strategic Plan. This alignment process is an important aspect of strategic sustainability planning and management. To that end, we have included some analysis of the QU Strategic Plan in the context of sustainability concepts.

Our report highlights a number of factors that contribute to a strong sustainability profile. One of those factors is having an individual in a role dedicated to sustainability work. Eight of the ten Peers/Aspirants have one. Virtually all of high performers among STARS rated institutions have one. We recommend that QU engage a dedicated full time individual to coordinate, manage, and guide the process of developing sustainability programming. If QU decides to move forward in a concerted effort to elevate its sustainability profile, the ad hoc committee currently spearheading QU’s efforts will need this type of support to be effective. We have included market information relating to the roles and costs of sustainability coordinators.

We have not found any studies or other data that evaluate, in a quantifiable way, the value of having a better sustainability profile for an institution of higher education. There are no studies that confirm, for example, that being more sustainable will attract more students or win a toss up between QU and another of the Peers/Aspirants. We do know that sustainability adoption is an important trend in higher education (see Curriculum Report), and an even more significant trend in the business world. We believe that sustainability is an important area for QU programming to stay current, forward looking, and competitive. QU is timely to the process, not late. Careful planning can deliver on multiple metrics and reap the benefits of lessons learned by other institutions.



I. INTRODUCTION

We performed our benchmarking services using the following three methods of assessing public information about sustainability activities:

1. Resonate uses a proprietary tool, the Higher Education Analysis Tool (“HEAT™”), to assess and compare institutions’ sustainability commitment as revealed through public communications. HEAT™ provides a graphic display of where an institution stands relative to its peers. It is grounded in social, environmental, and economic sustainability criteria used in a variety of ranking and rating systems, including the Sustainability Tracking and Rating System (STARS) reporting system created by the Association for the Advancement of Sustainability in Higher Education (AASHE).
2. Resonate researched and compiled information about each of the Peers/Aspirants. We looked for memberships in sustainability organizations and public recognition of sustainability performance. The results of both the Memberships and Performance Recognition research are provided in a chart and a table that compare Quinnipiac’s efforts to its Peers/Aspirants across multiple categories.
3. Resonate examined each Peers/Aspirants’s administrative structure around sustainability. We identified indicators for institutional planning and implementation efforts and commitment to building sustainability into the administrative structure of the institution. The results of the Planning and Implementation research are provided in a chart and a table that compare Quinnipiac’s efforts to its Peers/Aspirants across each of the indicators.

Each of the foregoing three methods was applied to QU and the following group of institutions QU identified as its Peers/Aspirants:



American University
Ithaca College
Northeastern University
Boston University
University of Connecticut, Storrs
Syracuse University
Bentley University
Fairfield University
Marist College
Hofstra University

We use a series of graphics for data display to quickly convey this comparative information from a variety of perspectives. Taken together, the metrics revealed each institution’s overall and relative commitment to and standing with respect to sustainability.



II. BENCHMARKING WITH HEAT™: HIGHER EDUCATION ANALYSIS TOOL

HEAT™ (the Higher Education Analysis Tool) is a proprietary tool developed by Resonate for institutions of higher education. It assesses public commitment to sustainability based on answers to a series of questions. We used several sustainability standards and reviews of hundreds of websites to develop HEAT™. HEAT™ can be applied to show sustainability perspectives and commitments of competitors, partner institutions and companies, and/or major donors and grant makers. HEAT™ provides an institution with valuable information to assess how a commitment to sustainability, or a lack of commitment, might affect its relationships with important stakeholders and its ability to compete with its peers.

QU's focus for this part of our benchmarking services was limited to the Peers/Aspirants. Resonate applied HEAT™ to uniformly assess information publicly available on QU's and the Peers/Aspirants' websites. Resonate analysts determine the level of an institution's commitment to and active engagement in sustainability by looking at factors such as:

- Prominently featuring sustainability on its website
- Adopting a publicly-available Sustainability Plan, a Sustainability Report, and/or a Climate Action Plan
- Identifying an individual whose position is dedicated to coordinating sustainability initiatives and activities on the campus
- Describing how sustainability is addressed in the curriculum
- Identifying membership in higher education organizations focused on promoting sustainability
- Demonstrating a commitment to eliminating or minimizing the institution's own environmental impacts
- Planning for consistent application of its sustainability values by adopting policies and/or guidelines addressing institutional governance, purchasing, supply chain management, tuition affordability, and diversity

The result of the analysis is a graphic comparison of each institution's public-facing commitment to sustainability based on the uniform HEAT™ criteria.

Figure 1 shows the results of HEAT™. To assist in interpreting the results, please note:

- The institutions are color-coded to indicate relative size.
- Three (3) Peers/Aspirants (American, Ithaca, and BU) have filed STARS reports, as indicated in purple bars. The respective STARS scores are noted above each bar.
- We rank commitment to sustainability in three categories for HEAT™: Compliant, Tactical, and Strategic. These terms have the following meanings:

Strategic Sustainability: A demonstrated focus on goals/targets, opportunity identification, active investment of resources, longer-term planning or focus, improving long-term institutional value, and a triple bottom line (social, environmental, economic) orientation in the context of an institution's sustainability efforts.

Tactical Sustainability: A demonstrated focus on risk mitigation, short-term planning, low or no cost projects, and achieving prevailing industry best practices, with little to no apparent long-term strategy with respect to an institution's sustainability efforts.

Compliant Sustainability: Compliance with social, environmental and economic legal/regulatory requirements, but relatively few or no specific proactive sustainability-focused activities.

2014 Quinnipiac HEAT Analysis

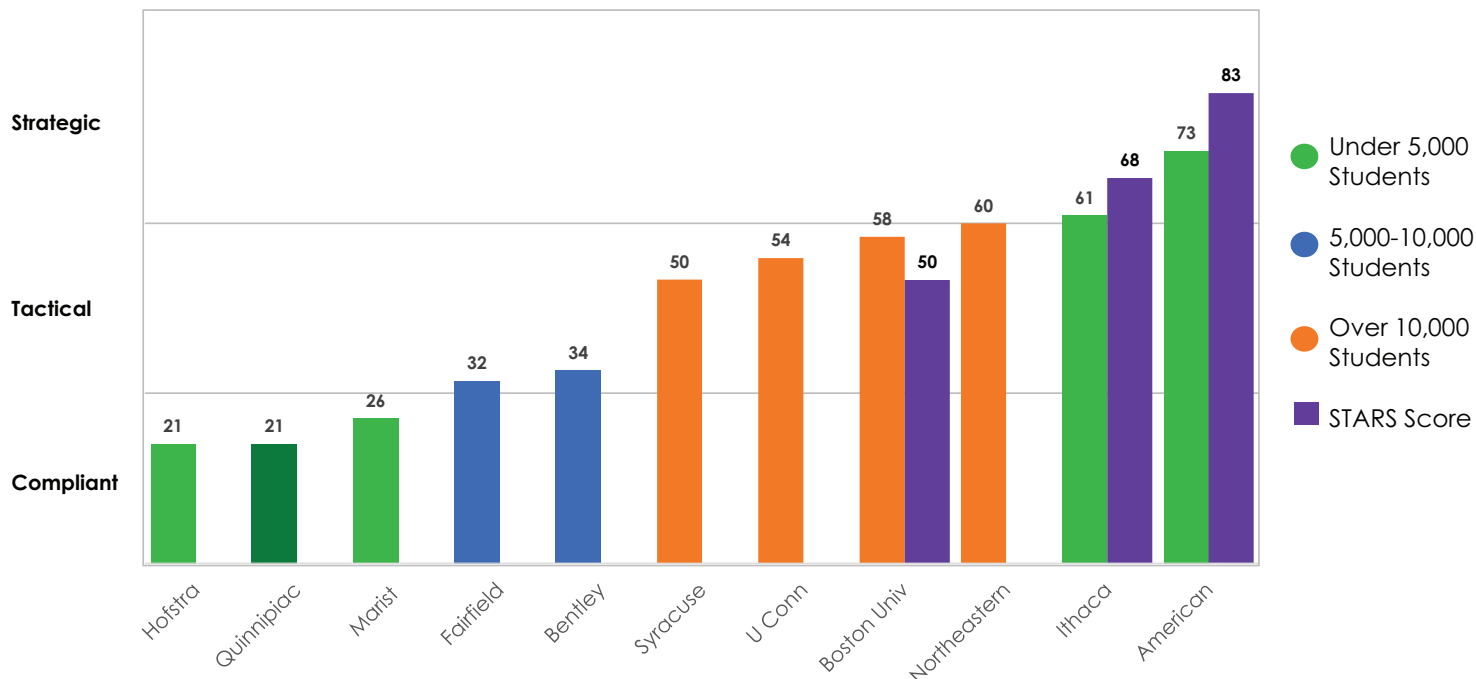


Figure 1: HEAT™ Chart

III. INDUSTRY BENCHMARKING

The higher education industry provides a number of performance measurements to assess sustainability commitment and activity. We break these into three groups: participation in membership-based sustainability organizations that are focused on higher education, recognition through ratings and rankings on sustainability performance, and allocation of organizational resources to cultivating sustainability. We report on each of these areas below.

A. Sustainability Organizations Membership

The interest of institutions of higher education in sustainability has grown over the past decade. Organizations have formed to provide assistance, resources, and connections to and among those schools that promote and grow sustainability programs. Membership in these organizations sends a public signal of interest and commitment, and allows participating institutions to benefit from the resources and valuable networking opportunities these organizations offer. The resources and opportunities are plentiful, and schools that take advantage of them readily acknowledge their value. The more an institution avails itself of what is available, the easier it is to build an informed sustainability program.

The four most relevant higher education sustainability organizations, and the Peers/Aspirants who are members of each are shown on Figure 2. To assist in interpreting the results, please note:

AASHE. The mission of the Association for the Advancement of Sustainability in Higher Education is to make sustainability a norm in higher education by providing resources and tools to learn, assess, and improve practices. Available resources include periodic bulletins and publications, databases of scholarly reports, an annual conference, and a large and growing network of sustainability professionals throughout higher education. AASHE currently has more than 1,000 institutional members, including nine (9) of the ten (10) Peers/Aspirants and QU. Among the Peers/Aspirants, only Fairfield is a non-member.

ACUPCC. The American College and University Presidents' Climate Commitment signatory institutions commit to taking an inventory of all greenhouse gas (GHG) emissions on campus and creating and implementing a Climate Action Plan. The GHG emissions inventory must be updated every two (2) years and the Climate Action Plan must have target dates and milestones for emissions reductions that the signatory institution reports on every two (2) years in Progress Reports. The two-year timeframes for each of these requirements occur on an alternating basis. To date, a total of 680 college and university presidents have signed the ACUPCC on behalf of their institutions. Among the Peers/Aspirants, seven (7) of ten (10) have signed the commitment¹. Like QU, Hofstra, Marist, and BU have not signed.

CGI U. The Clinton Global Initiative University Network is built on the model of the successful Clinton Global Initiative program. It is a consortium of colleges and universities across the United States who support, mentor, and provide seed funding to student innovators on their campuses. Colleges and universities can join CGI U by committing to provide at least \$10,000 in funding to support CGI U student commitment makers on its campus. The students make commitments in one or more of five focus areas: environment and climate change; peace and human rights; poverty alleviation; public health; and education as it relates to the other four areas. For 2014, CGI U has fifty-seven (57) active members, including two (2) of the Peers/Aspirants, Northeastern and Syracuse².

NECSC. The Northeast Campus Sustainability Consortium was established to advance education and action for sustainable development on university campuses in the northeast United States. NECSC members commit to an annual meeting that advances campus sustainability by providing close networking opportunities, professional development, and access to the area's vibrant and growing college and university sustainability practitioner community. NECSC currently has fifty-four (54) member institutions. Among the Peers/Aspirants, three (3) are members (Syracuse, UConn, and BU).

The Peers/Aspirants membership information used in Figure 2 is provided in spreadsheet form in **Appendix A**.

¹We note that among the signator Peers/Aspirants, UConn is currently operating under time extensions on its commitments and American, Northeastern and Fairfield are apparently out of compliance without an extension in filing the required Progress Reports to their Climate Action Reports.

²The Peers/Aspirants who are CGI U members provide typical examples of the actions that CGI U institutions and students take. Northeastern's Social Enterprise Institute is creating a service-learning project for a summer semester trip to the Dominican Republic. The focus of the project is to improve livelihoods through microfinance in two communities, and build a drip irrigation project for a rural farm community. From a sustainability perspective, these projects address social, environmental, and economic issues. At Syracuse, a student group is using its CGI U seed money to implement an innovative reading/nutrition education program aimed at schoolchildren in the local community, using the popular "Books and Cooks!" model. The program uses a weekly program that includes books, periodicals, movies, and other media that focus on a particular culture. These activities specifically focus on improving the children's reading ability while providing exposure to a variety of cultures. The "Books and Cooks!" activities also address the issue of hunger and lack of nutrition that too many children face, as each culture-based curriculum includes a nutrition and cooking lesson. From a sustainability perspective, it addresses social and economic issues such as public health and community needs

SUSTAINABILITY MEMBERSHIPS

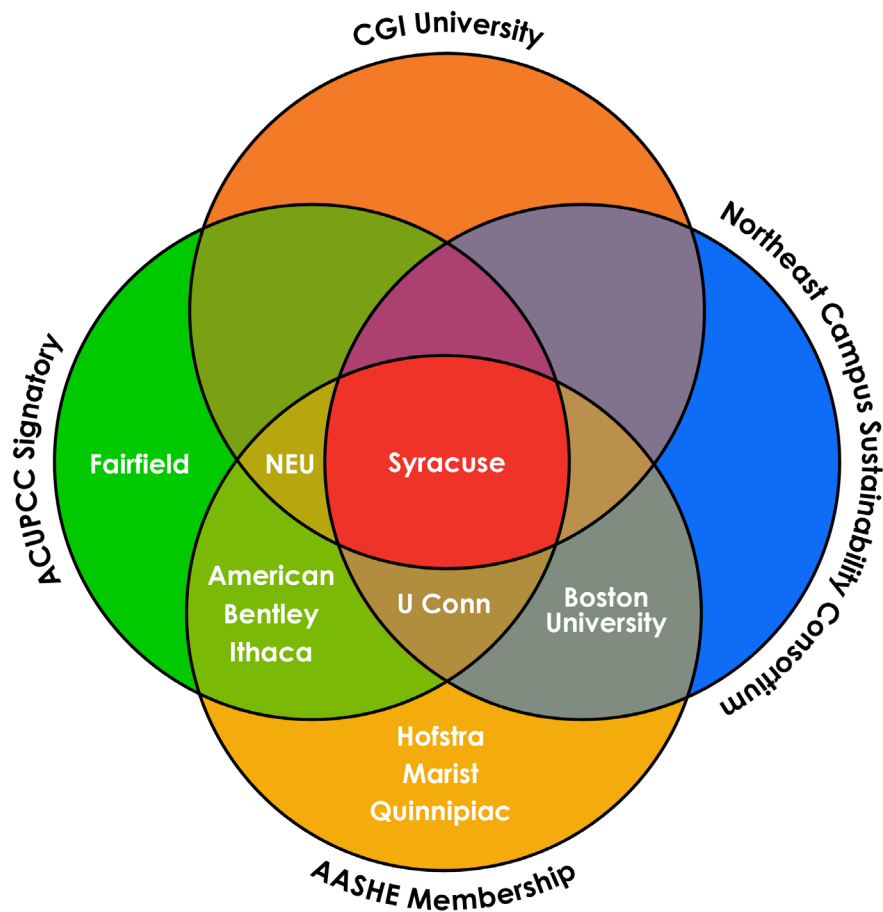


Figure 2: Sustainability Organizations

B. Performance Recognition

Related to the growth in the number of sustainability programs on the nation's campuses is the development of mechanisms designed to guide, inform, and evaluate those programs. Several organizations have developed performance-based systems that either score, rate, or rank order participating institutions. We reviewed the performance rating or ranking, if any, of QU and its Peers/Aspirants under the four most recognized organizations for ratings or rankings on sustainability performance in higher education.

The recognition received by QU and each Peers/Aspirants is shown on Figure 3. To assist in interpreting the results on Figure 3, please note:

STARS. The Sustainability Tracking, Assessment and Rating System is a voluntary, comprehensive self-reporting framework for assessing sustainability progress among higher education institutions. Created by AASHE in 2007, STARS has grown to include nearly 400 participating institutions. STARS provides metrics for benchmarking and measuring progress across the entire spectrum of an institution's activities, organized into four general categories: Academics (including research); Engagement (student and community); Campus Operations (including all purchasing, maintenance, buildings, energy use and greenhouse gas emissions); and Planning and Administration (including strategic planning, diversity, affordability and investments). Points are allocated across these four categories. Based on a percentage of total number of applicable points achieved, institutions are scored and rated as Platinum, Gold, Silver, or Bronze.

QU does not currently participate in the STARS program. This and the Peers/Aspirants' participation status is depicted on Figure 3 by the symbols across the bottommost row. Among Peers/Aspirants:

- Seven (7) of the ten (10) are participants in the STARS system
- Three (3) of the seven participants have achieved STARS ratings:
 - American – Gold
 - Ithaca – Gold
 - BU – Silver
- UConn participates as a Reporter, meaning that it has submitted a report, but is not yet seeking a rating
- The remaining three (3) participants (Bentley, Syracuse, and Northeastern) are registered and currently in the process of compiling their first report, which participants must file within twelve months from registration

Like QU, Fairfield, Hofstra, and Marist are not participating in the STARS system. These four are also the four lowest scoring in Resonate's HEATTM results.

Princeton Review's Green Colleges Guide. The Princeton Review, in collaboration with the U.S. Green Building Council, publishes an annual "Greenest Colleges" list, now in its fourth year. The list is comprised of those institutions that "demonstrate a strong commitment to sustainability in their academic offerings, campus infrastructure, activities, and career preparation." The newest guide, released in April 2014, lists 332 institutions of the total of 832 institutions that provided information to Princeton Review³.

Princeton Review's assessment process is proprietary. It describes its primary focus areas as:

- sustainability's presence in the curriculum;
- institution-wide sustainability planning and implementation;
- multi-stakeholder involvement in the planning process;
- resource conservation in building renovation, operation and maintenance practices;
- availability of alternative transportation programs;
- waste diversion rates;
- greenhouse gas emission reduction plans; and
- percentage of food that is organic and/or locally sourced.

Among the ten (10) Peers/Aspirants, eight (8) are on the 2014 list of the "332 Greenest Colleges." QU did not submit data, and therefore was not considered for the list. Fairfield and Marist are not included on the list; information on whether or not they submitted data is not publicly available.

Sierra Magazine's "Cool Schools." Sierra Magazine has been publishing a "Cool Schools" annual list since 2007. Unlike STARS and Princeton Review's Greenest Colleges list, "Cool Schools" is a ranking of all institutions that submit data. Colleges and universities may now participate only by submitting information about their school's sustainability practices through the STARS systems. Sierra Magazine assesses and scores the information and ranks the participants by their scores. It recognizes the top ten performers with a feature story in Sierra Magazine. In 2013, 164 schools submitted information and received a rank.

Sierra's comprehensive assessment process utilizes 110 separate assessment metrics, approximately aligned with the STARS Credits. It explains its scoring process [here](#). One caveat to note about the Sierra methodology is that it more heavily favors environmental sustainability.

³AASHE, Princeton Review, and Sierra magazine have collaborated on a process to allow institutions to report all data in one place using a truncated version of the STARS system. Since 2013, the new version of STARS offers a basic level of access, at no cost to institutions, which allows institutions to report a single data set to all three organizations

Among the ten (10) Peers/Aspirants, (5) five are among the 164 schools that submitted information to get on the list. Their ranks out of 164 are:

U Conn – 1
 American – 9
 Ithaca - 69
 BU – 90
 Bentley - 121

QU, Fairfield, Hofstra, Marist, Northeastern, and Syracuse did not submit data to Sierra Magazine, and therefore were not ranked⁴.

IU Greenmetric. The Indonesia University Greenmetric World University Ranking compares universities efforts towards sustainable university management processes and operations. Participation is voluntary and open to all four-year institutions of higher education. Participants provide information in response to a questionnaire developed by IU Greenmetric. The information covers the following six categories (with their respective weightings indicated): Energy and Climate Change (21%); Waste Management (18%); Transportation (18%); Setting and Infrastructure (15%); Education (18%); and Water Usage (10%). IU Greenmetric is a global ranking. In 2013, 301 institutions from 61 countries participated.

Among the ten (10) Peers/Aspirants, three (3) are ranked:

Northeastern – 3
 U Conn – 5
 BU - 69

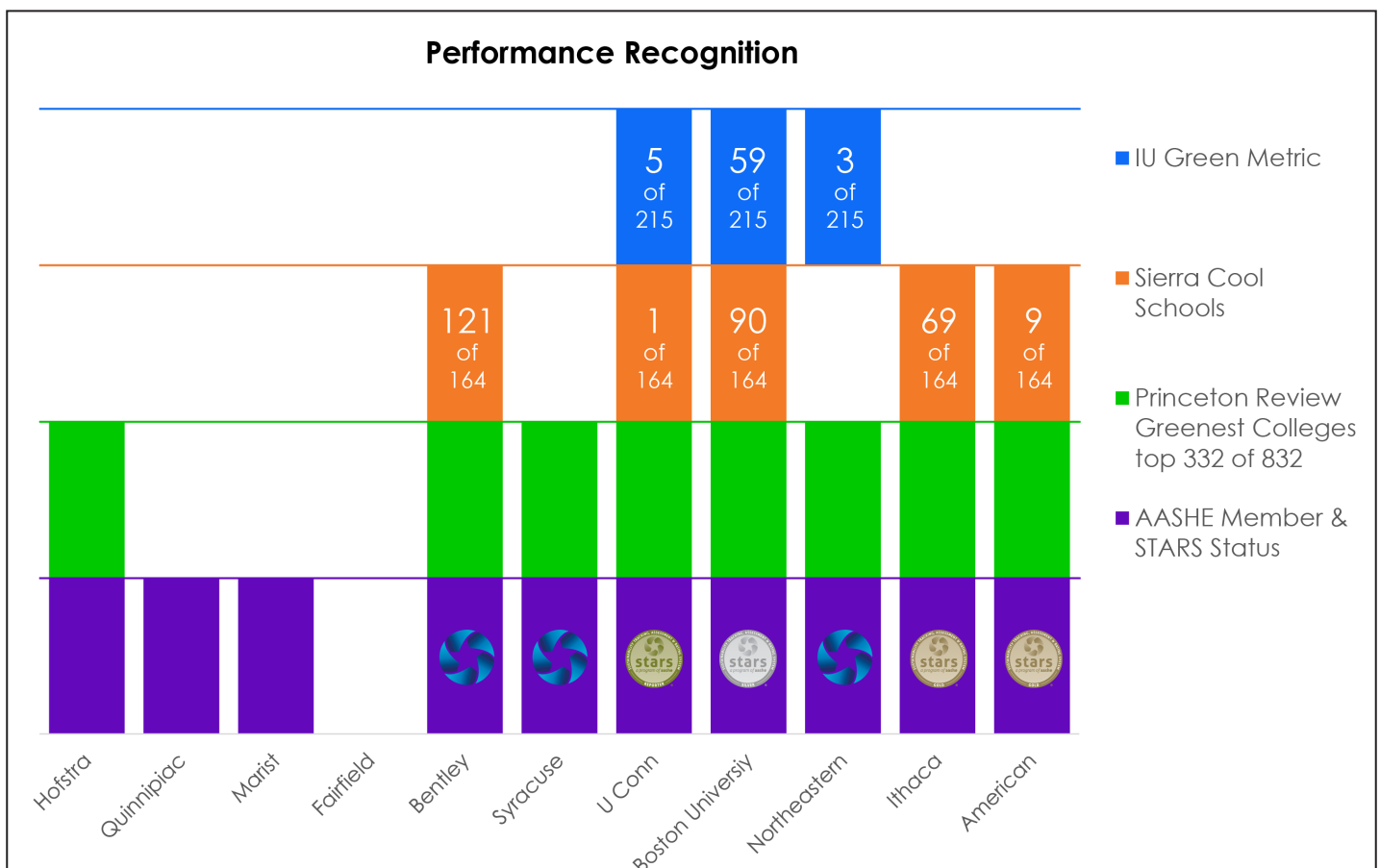


Figure 3: Performance Recognition

⁴Although Syracuse did not submit information in 2013, it did so in 2012, and was ranked number 12.

The Peers/Aspirants performance recognition information used to generate Figure 3 is provided in spreadsheet form in **Appendix B**.

Summary of all Membership and Recognition Metrics

Figure 4 shows a combined summary view of all of the key membership and performance recognition metrics

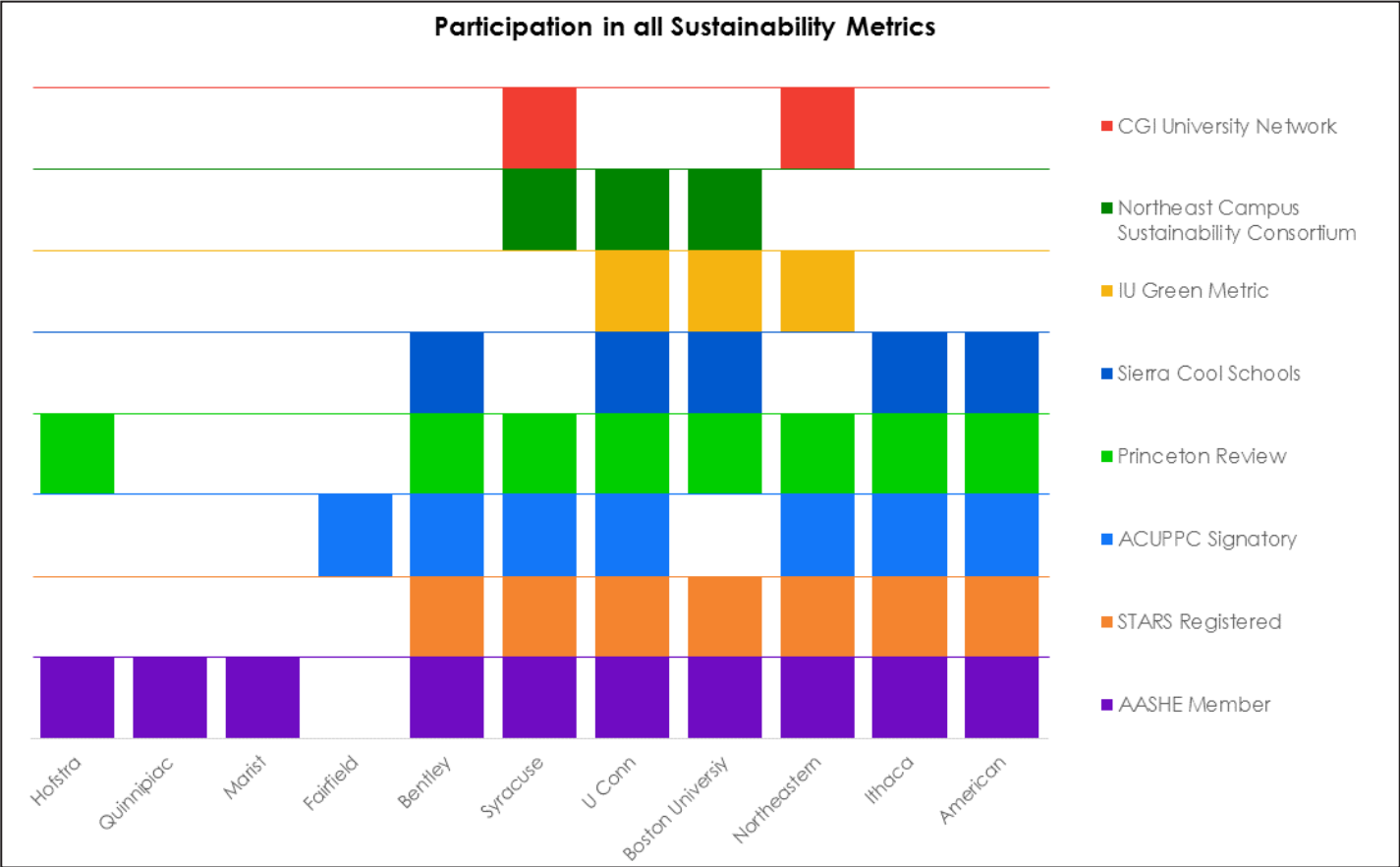


Figure 4: Participation in all Metrics

C. Planning and Implementation

Many colleges and universities approach incorporating sustainability into their institutional structure by creating multi-year plans, and by dedicating resources and personnel to coordinated implementation efforts across the institution. Careful and deliberate sustainability planning and management allows an institution to develop and articulate a vision for a sustainable future. It establishes priorities to guide budgeting and decision-making activities. The bigger picture focus that this type of planning requires often results in sustainability goals that are better aligned with the institution’s strategic goals. This approach also results in a more collaborative, inclusive implementation process that builds support across institutional divisions and creates a solid foundation for a successful, deeply ingrained, and engaging sustainability program.

Figure 5 summarizes the information about how QU and each Peer/Aspirant incorporates sustainability into its administrative structure. For each, we examined the following indicators for sustainability planning and implementation:

Designated Sustainability Individual. Creating, managing, and implementing a sustainability program for a complex institution is an undertaking that requires coordination and focus. While almost all institutions conduct this work through multiple stakeholder groups, many have seen the value of having an individual who is dedicated to managing this process. Having a designated individual to oversee and coordinate sustainability efforts creates a focal point and driver for the collaborative process, information gathering, and communications.⁵ A coordinator does not eliminate the need for participation by various committees

or representative stakeholder groups. Rather, a coordinator facilitates work across divisions, schools, and departments that have little history or experience of working collaboratively and guides the process. We provide additional information below regarding market conditions for sustainability coordinators.

Among the ten (10) Peers/Aspirants, eight (8) have an individual dedicated to sustainability (generally with a title that includes “Sustainability”). Like QU, the remaining two (2), Fairfield and Marist, only have cross-divisional, representational, committees working on sustainability initiatives. These three institutions are among the four lowest scoring in Resonate’s HEAT™ results.

Published Sustainability Plan. Developing a sustainability plan provides an opportunity to clarify and articulate an institutional vision and goals for a sustainable future. The plan is a road map for how the institution intends to achieve sustainability goals. Updated plans and reporting on specific goals and milestones allow all stakeholders to assess progress. The process of developing a sustainability plan, if done inclusively to involve all stakeholder groups, can build broad and deep support for the adopted sustainability goals and for the measures, programs, and activities needed to implement the plan.

Among the ten (10) Peers/Aspirants, seven (7) have either Sustainability Plans or Climate Action Plans. Like QU, BU, Hofstra, and Marist do not have a published sustainability plan.⁶

Website/Sustainability Report Communications. Sustainability is still relatively new for most institutions of higher education. Having a comprehensive sustainability report that marks annual progress on sustainability goals is not the industry norm.⁷

The pathway to becoming sustainable is not usually a straight one or one without setbacks. And, because reporting transparency is a core element of sustainability communications, communications about sustainability programming is a challenge for many institutions. This is particularly true for those who do not have a culture of reporting both progress and setbacks. A comprehensive sustainability report that provides current information on an institution’s progress, achievements, setbacks, and lessons learned shows a high level of understanding and commitment. Regularly publishing such a report allows interested stakeholders to follow and assess relative progress, and provides valuable guidance to other institutions seeking to follow the same path.

Among the ten (10) Peers/Aspirants, only one – BU – publishes a current, updated sustainability report on its website. Two other Peers/Aspirants – American and Ithaca – provide a link to their STARS reports. With the exception of climate change-related Progress Reports filed under the ACUPCC, none of these reports is progress based; they are all “snapshot” reports.

The paucity of progress reporting in the Peers/Aspirants group is reflective of the industry in general. Communications about sustainability is largely through websites. In fact, QU and all of the Peers/Aspirants have a sustainability page on their websites. But, this means of communications is unwieldy for benchmarking purposes. Performance indicators, like STARS and Princeton Review, take on added weight in the absence of uniform, metrics-based progress reporting.

⁵While interdisciplinary and cross-divisional committees or ad hoc groups are extremely helpful in informing the process and providing diverse viewpoints, the tasks associated with coordinating and facilitating the process for sustainability planning and implementation is very often beyond the capacity of a committee. Even when committees are made up of highly dedicated individuals, these individuals have significant other professional responsibilities and duties that hinder their ability to form and execute on sustainability.

⁶This is very different from the business sector, where stakeholders (particularly shareholders and customers) are driving companies to provide annual sustainability progress reporting. Many companies, particularly larger, publicly traded companies, use the Global Reporting Initiative (GRI) framework, often because of specific stakeholder requests for GRI reporting. The GRI framework provides easy access to date that is comparable year over year.

⁷Signatories to the ACUPCC are required to develop and adopt Climate Action Plans, which usually serve as Sustainability Plans as well, as they address issues beyond energy management and emissions reduction.

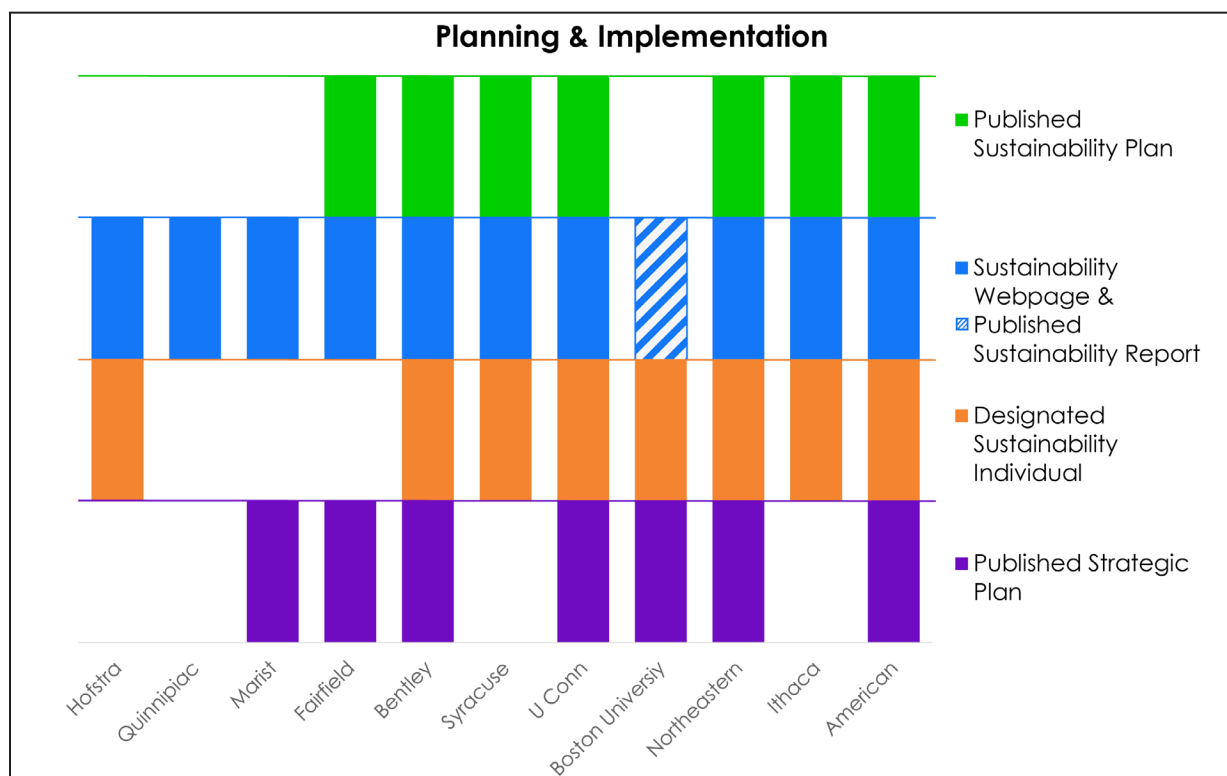


Figure 5: Planning and Implementation

The strategic plan data reflected in purple in Figure 5 is discussed below. All of the Peers/Aspirants planning and implementation information used to generate Figure 5 is provided in spreadsheet form in Appendix C. The spreadsheet has live links to the plans, reports, and websites from which we derived the information.

IV. SUSTAINABILITY PROGRAM DEVELOPMENT CONSIDERATIONS

A. Sustainability Planning with Strategic Plan Alignment

It is often critical to the success of a sustainability program that the program goals be aligned with institutional goals in the planning process. A strategic plan is the primary guiding document for an institution. It expresses the institution's values, priorities, and goals. It informs the institutional budget process and the development of institutional policies. When a strategic plan enumerates priorities and goals that are linked to sustainability concepts, it indicates that the institution's values and processes can be closely aligned. The broad and deep nature of sustainability makes it possible in most instances to find aspects of sustainability that align with and support an institution's strategic goals. This alignment helps frame sustainability in institutional terms and garner wider-ranging support for sustainability programming. Sustainability programs are more likely to succeed when they demonstrate alignment with institutional goals.

A review of whether or how those Peers/Aspirants who publish both strategic and sustainability plans have created such alignment is beyond the scope of our current engagement. We note, however, that making a strategic plan readily available to the public signals an institution's commitment to transparency and invites continual engagement of multiple stakeholders in the process of setting and achieving goals. These qualities are highly supportive, though not determinative, of successful sustainability programming as well.

Among the ten (10) Peers/Aspirants, (7) seven publish their strategic plans on their website. QU, Hofstra, Syracuse, and Ithaca do not. These statistics are reflected in the bottom row of the Figure 5 graph.

We did a high-level review of QU's 2013-2015 Strategic Plan and found several aspects of the plan where sustainability programming can be aligned. As QU moves forward to plan and implement sustainability programming, those working to set sustainability goals should focus on how sustainability metrics might be identified and used to demonstrate support for these relevant strategic plan elements. We identified the following goals and objectives from the QU Strategic Plan as the most likely aspects of the Strategic Plan for alignment when developing, aligning, and prioritizing sustainability goals.

Goal 1: "To continue strategic long-range planning, evaluation and the allocation of resources to ensure the efficient and effective delivery of programs and services and to maximize institutional effectiveness and quality." This Goal focuses on student learning, success, and the ability to use "essential learning outcomes." Sustainability programming provides strong support for, and enhances opportunities for student learning, particularly with respect to the Essential Learning Outcomes. (See Curriculum Report for specific recommendations for using sustainability to provide support for ELOs.)

Goal 2: "A strong sense of community will guide all university activities." Sustainability promotes community connections and provides opportunities for meaningful collaboration. Goal 2 Objectives emphasize events and activities that encourage and support community. Sustainability programming will provide many opportunities for these types of events and activities in support of this goal. Sustainability promotes and relies on a high degree of interaction among students, faculty, and staff. It engages the entire campus in a collaborative effort, involving every member of the community taking an active role. (See the Sustainability-Focused Campus Culture Report, including the importance of promoting programs that have a demonstrated ability to engage students.)

Goal 5: "To encourage and support activities and efforts that contribute to a vibrant intellectual community." As noted in the Curriculum Report, market information shows that sustainability as an academic activity promotes critical skills such as the ability to solve complex problems, use systems thinking, communicate effectively, and function in a collaborative team. These are the very abilities that contribute to and help to define a "vibrant intellectual community." (See Curriculum Report for details on how sustainability acts as a key driver of intellectual and skills development.)

Goal 6: "To foster the personal growth and development of students." Sustainability programming is a valuable mechanism to encourage and help to develop aware, engaged, and responsible citizens by exploring local, national, and global perspectives on a wide variety of social, environmental, and economic issues. Unifying these concepts under the systems thinking aspects of sustainability programming deepens personal growth and intellectual capacity.

Goal 7: "To advance and sustain a university environment that is inclusive, multicultural and global." Sustainability's focus on broad-based global concerns and their connections to local social, environmental, and economic issues makes sustainability programming a viable tool for advancing toward success on this goal. Sustainability can provide training and critical thinking skills to help students understand, and perhaps find solutions for, global and cultural issues that likely will impact them in their personal and professional lives.

B. Sustainability Coordinators

Of the institutions that have STARS ratings, ninety five percent (95%) of Gold, ninety three percent (93%) of Silver, and sixty eight percent (68%) of Bronze rated STARS reporters have a dedicated sustainability individual. There is a direct correlation between performance ratings and the presence of a dedicated sustainability individual. This is because it becomes unwieldy for a committee of individuals with significant other professional responsibilities to manage effectively when a sustainability program develops and grows without a central coordinator.

To help inform discussion around the important decision on whether to engage a sustainability coordinator, data about this new role is helpful. AASHE conducts a biennial survey of sustainability staff, including questions regarding titles, roles, salaries, functions, and demographics. The most recent AASHE Sustainability Staffing Report, issued in 2012, contains the following notable findings:

- There is wide variety in the position type and title that institutions use to designate a sustainability point person. “Sustainability Coordinator” is the most common title, followed by “Sustainability Director” and “Sustainability Manager.” Together these titles describe account for 63% of all positions.
- The salary ranges among the survey respondents equally reflected a fairly wide spectrum, from a low of \$10,000 to a high of \$165,000. This variation reflects the different professional roles the respondents report within their institutions. “Chief Sustainability Officers” or “Sustainability Directors” are highest paid (\$29,000 to \$165,000 with an average of \$82,000), while “Sustainability Managers” and “Sustainability Coordinators” are paid significantly less (\$10,000 to \$100,000, with an average of \$45,000). Educational background, professional experience, institutional classification, and location are also factors that indicated differing salary levels.
- Sixty-seven percent (67%) of the survey respondents said that their position is housed in a campus Sustainability Office. When asked where the Sustainability Office was located, the sixty three percent (63%) said it was in “Facilities/Physical Plant.”
- Eighty eight percent (88%) of the survey respondents reported that their activities related chiefly to the following three institutional areas: Facilities, Operations and Finance (49%), Student Affairs (23%), and Academics (16%).

The number of positions housed in, and amount of time focused on, facilities and operations reflects that many institutions, like QU, begin with work on the environmental aspects of sustainability. We believe that a dedicated person for sustainability programming is an essential ingredient for success, and that the most effective place to house an office of sustainability is in administration, with direct reporting through administrative channels to the Office of the President or the Provost. This best supports efforts to keep the individual focused on all three aspects of sustainability – social, environmental, and economic – and on a long-term and strategic approach to creating value for the institution through sustainability programming.

Details on the findings noted above, as well as a many others, can be found in the 2012 AASHE Staffing Report attached as **Appendix D**.



V. FINDINGS & CONCLUSIONS

While sustainability in higher education has been experiencing recent rapid growth, it is still a relatively new development. It has only been in the last decade that colleges and universities have begun to understand and appreciate what sustainability means and the many benefits that incorporating sustainability into institutional planning, practices, and curricula can bring. Some came to this realization several years ago, and have made significant strides in bringing sustainability into their curriculum, operations, and administration. Among the institutions QU identified as its Peers/Aspirants, almost half belong to this group of sustainability leaders. Nationally, far more institutions are still closer to the beginning stages of institutionalizing sustainability.

While the results of our HEAT™ analysis show that QU currently lags behind all but one of the Peers/Aspirants, this is perhaps less a reflection on QU itself than it is a statement about the Peers/Aspirants group. As a group, the Peers/Aspirants contain more national leaders and sustainability standouts than a randomly selected group. In our view, having reviewed hundreds of STARS reports and institutional websites, QU and the Peers/Aspirants who are closer to QU on the benchmarks we used bear a closer resemblance to the lower mid-range of higher education institutions nationally.⁸

The fact remains that QU's sustainability efforts are not competitive with its Peers/Aspirants. QU must answer the question of whether it is important to compete on the available benchmarks for sustainability. This is a difficult question because the drivers for sustainability in higher education do not necessarily point to these benchmarks as "must have" items. Future employers are not likely to ask a graduate what her alma mater's STARS score is. However, there is value in third party credentialing. It provides an easy way of making comparisons. When sustainability is a consideration for a college applicant, rankings and ratings can make a difference. They also provide a graduate with credentials to help validate the sustainability culture in which he gained the sustainability knowledge that is becoming increasingly important to employers.

Beyond these typical benefits that independent credentialing bring to the table, QU has an opportunity to advance quickly by learning from the experiences of other institutions. There is a wealth of information available on the strategies and approaches that have worked to create a robust, visible, and results-oriented sustainability program that can boost an institution to higher benchmarks. In particular, AASHE and the STARS system have inherent value in providing resources and a framework for planning and implementation even if getting a rating is not an institution's initial objective. QU's membership in AASHE can and should be further leveraged in this regard.

If QU does move forward to advance its sustainability profile to better compete with the Peers/Aspirants, our findings show that there is high correlation between sustainability achievement and coordinated planning and implementation capacity. All the Peers/Aspirants who are successful in bringing sustainability to their institutions have created institutional frameworks and dedicated personnel to get the job done. Because sustainability involves multiple institutional divisions, careful planning and coordination of communication and efforts among the many stakeholder groups across the campus is essential.



VI. RECOMMENDATIONS

In our concurrent Sustainability-Focused Curriculum and Campus Culture reports, we have outlined a number of the benefits of, and reasons for, making sustainability programming an integral part of QU. This benchmarking report shows that QU's sustainability programming is not competitive with its Peers/Aspirants. If QU decides that adding sustainability programming is valuable, the following recommendations are steps for QU to benchmark more

⁸Other than in our HEAT™ analysis, we were not able to benchmark QU. QU's HEAT™ score was derived from several factors, including its efforts in environmental impacts reduction, AASHE membership, website communications about sustainability, community engagement, community partnerships, diversity, and employee engagement.

competitively with its Peers/Aspirants. Our recommendations focus on a strategic sustainability planning process to align all efforts, investments, and outcomes with QU's values and institutional goals.

Recommendation 1: Create an administrative framework to develop, implement, and grow sustainability initiatives and programs across the QU campus, curriculum, and community.

- Authorize the existing Sustainability Steering Committee to oversee and coordinate matters undertaken in the sustainability plan (as described below), with the Committee to report to Executive Vice President and Provost.
- Hire a dedicated FTE and/or obtain additional consulting assistance to:
 - manage the process of developing a sustainability plan,
 - facilitate and coordinate implementation of the plan, and
 - provide on-going support and resources to faculty and students.

Recommendation 2: Establish a cohesive, unifying definition of and vision for sustainability at QU.⁹

- Task the Sustainability Steering Committee (with guidance and assistance from a sustainability manager or consultant as needed) with developing a concise, STARS-acceptable definition of sustainability.
- Conduct a brief series of cross-disciplinary workshops or meetings to socialize and refine the proposed definition, and to develop vision concepts for the scope of sustainability at QU.
- Have the Sustainability Steering Committee use the results of these meetings to create a final definition and vision statement for the role of sustainability at QU. Both will guide QU in setting specific sustainability goals.

Recommendation 3: Create an institution-wide sustainability plan to focus efforts for moving forward and optimize scarce resources available for sustainability.

- Develop sustainability goals from, and align them with, relevant aspects of the QU Strategic Plan and the ELOs.
 - consider the Sustainability-Focused Curriculum (especially the ELO-based conclusion 2 and recommendation 4) and Campus Culture reports and Recommendation 4 below when developing, aligning, and prioritizing sustainability goals
- Identify and select projects and programs for campus operations, academic, and co-curricular activities that specifically and strategically support achievement of the aligned sustainability goals.
- Develop criteria for prioritizing projects and programs, such as
 - whether a project or program directly supports one or more strategic plan objectives or ELOs
 - a project or program's financial return on investment, if measurable, or its ability to be funded through a grant program
 - whether a project or program will improve QU's ability to compete on a national basis with the

⁹This recommendation is the same as Recommendation 1 in our Sustainability-Focused Curriculum Report.

Peers/Aspirants through better benchmarking

- the degree of administrative support or key stakeholder engagement a project or program is likely to gain
- Develop strategically selected “Quick Wins” to achieve successes while the sustainability plan is being developed. These are short-term or even pilot programs and projects that involve little or no capital or resource commitment or have a quick payback or high impact toward a desired result.
 - Create a project-based business case for each Quick Win with resource needs, timelines and outcomes for each.
 - Prioritize the Quick Wins.
- Improve communication to capitalize and build on existing achievements; better promote achievements publicly and within the QU community.
 - Update web-based content to communicate more completely about sustainability-related achievements in the categories of operations, academics, engagement, and administration.
 - Redesign website sustainability content/location to be more accessible, centralized, and to better communicate achievements, information, and resources.

Recommendation 4: Work toward achieving benchmarks competitive with the Peers/Aspirants.

- Use the STARS framework to guide sustainability efforts and begin working toward filing a STARS report.
- Conduct a baseline analysis of QU’s current qualifications for STARS credits and a comprehensive inventory of achievements in STARS academic, engagement, operations, and administration categories.
- Combine and coordinate signing the ACUPCC with conducting a greenhouse gas inventory for Scope 1 and 2 emissions on all QU campuses under STARS.

Resonate regularly tracks developments in sustainability programming in higher education. The past decade’s growth in incorporating sustainability into institutional planning and administrative functions, as well as curriculum development, shows no signs of slowing down. Sustainability is not a passing trend. Each of the Peers/Aspirants has begun the process of integrating sustainability concepts and values into its administrative processes, curriculum, and culture as best fits the institution. Each is on its own pathway toward becoming a more sustainability-oriented institution. The task for QU now is to decide whether and how sustainability will become part of the fabric of the institution. As noted in this report, as well as the Curriculum and Campus Culture Reports, sustainability concepts are to some extent already ingrained in QU’s Strategic Plan and its Essential Learning Outcomes. Thoughtful planning to align sustainability measures strategically with these existing foundations will help to create a comprehensive, well-supported, and integrated approach. We believe that the most effective way to initiate this process is to create a position that is wholly focused on ensuring that the process moves forward in a coordinated, well-planned, and strategic manner. Then QU can focus on raising its sustainability profile as sustainability continues to help define higher education in the 21st century.

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Appendix A:

Sustainability Memberships

Appendix A

Quinnipiac and Peers/Aspirants: Membership in Sustainability Organizations

	AASHE Member	ACUPCC Signatory	CGI University Network*	Northeast Campus Sustainability Consortium**
Quinnipiac	Yes	No	No	No
American	Yes	Yes	No	No
Bentley	Yes	Yes	No	No
Boston Univ	Yes	No	No	Yes
Fairfield	No	Yes	No	No
Hofstra	Yes	No	No	No
Ithaca	Yes	Yes	No	No
Marist	Yes	No	No	No
Northeastern	Yes	Yes	Yes	No
Syracuse	Yes	Yes	Yes	Yes
U Conn	Yes	Yes	No	Yes

*The Clinton Global Initiative (CGI) University Network is a consortium that provides seed funding to leading student innovators. To join the CGI University Network, a university must provide a minimum of \$10,000 in funding to support the CGI U student commitment. Student leaders use the funds to create and implement Action plans in areas such as education, environment and climate change, and human rights.

**Established in 2004, NECSC represents more than 40 institutions of higher education from the northeast United States and Eastern Canadian provinces.

Appendix B:

Performance Recognitions

APPENDIX B

Quinnipiac and Peers/Aspirants: Performance Recognition

	STARS Status	Princeton Review Greenest Colleges	Sierra - Cool Schools Ranking*	IU- Green Metric **
Quinnipiac	No	No	No	No
American	Gold	Yes	9	No
Bentley	Registered	Yes	121	No
Boston Univ	Silver	Yes	90	59
Fairfield	No	No	No	No
Hofstra	No	Yes	No	No
Ithaca	Gold	Yes	69	No
Marist	No	No	No	No
Northeastern	Registered	Yes	No	3
Syracuse	Registered	Yes	No	No
U Conn	Reporter- unrated	Yes	1	5
	* For 2013, Sierra Magazine received 162 completed surveys and ranked all participating schools. Schools which did not return the survey were not ranked.			
	** Indonesia University GreenMetric World University Ranking compares universities efforts towards campus sustainability and environment friendly university management.			

Appendix C:

Sustainability Planning & Implementation

APPENDIX C: Quinnipiac and Peers/Aspirants: Planning & Implementation					
	Strategic Plan	Sustainability Report	Sustainability Plan	Designated Sustainability Individual	Designated Sustainability Page
Quinnipiac	Not on website	Not on website	Not on website	Not on website	Sustainability
American	Strategic Plan	STARS Report	ClimateActionPlan	Yes	Sustainability
Bentley	Strategic Plan	Not on website	ClimateAction Plan	Yes	Sustainability
Boston Univ	Strategic Plan	Sustainability Report	Not on website	Yes	Sustainability
Fairfield	Strategic Plan	Not on website	Draft Sustainability Plan	No (link is to an active committee)	Sustainability
Hofstra	Not on website	Not on website	Not on website	Yes	Sustainability
Ithaca	Not on website	STARS Report	Climate Action Plan	Yes	Office of Civic Engagement
Marist	Strategic Plan	Not on website	Not on website	No (link is to an active committee)	Sustainability
Northeastern	Strategic Plan	Not on website	Climate Action Plan	Yes	Sustainability
Syracuse	Not on website	Not on website	Climate Action Plan	Yes	Sustainability
U Conn	Strategic Plan	Not on website	ClimateAction Plan	Yes	Sustainability



Appendix D:

AASHE 2012 Staffing Report

The AASHE 2012 Staffing Report is available for download on their website at http://www.aashe.org/files/documents/programs/2012_staffsurvey-final.pdf or available from Resonate upon request.