

THEME: Accountability & Oversight

Evidence from interviews:

- Eva Rocke, Sustainability Director, University of Montana, 3/11/2021
 - “I am the Sustainability Director so I have been hired to oversee the implementation of our climate action plan which is outdated at this point in time. It's meant to reach through the year 2020. But I am supposed to be the person overseeing and leading and coordinating and driving our sustainability work as a university.”
 - “I think our sustainability director at the time... my predecessor, she definitely did the bulk of the heavy lifting on writing the document and doing the research.”
 - “But I feel like the bulk of the research was done by the two sustainability staff, one of whom was a grad student. But she was getting paid to write the plan so she wasn't doing it from like an activist perspective. She was doing it as like a staff perspective.”
- Peter McDonough, Program Coordinator, Climate Change Studies Program, University of Montana, 3/17/2021
 - “But I am indirectly involved in that a lot of my my students get involved with the process of you know right now trying to get the University to write a new plan. And sort of every year they're trying to work on the various initiatives that were outlined in the plan or have been added since then. Mostly as a mentor to people doing the work.”
- Carol Dollard, Energy Engineer, Colorado State University, 3/10/2021
 - “So there's a team from the PSC that helps do the STARS metric and all that. So the greenhouse gas accounting I lead that team.”
- Stacey Baumgarn, Campus Energy Coordinator, Colorado State University, 3/14/2021
 - “So, Carol will sometimes jokingly say she does stuff and I do people! You know, but my job was really created around to do engagement, to do education outreach and engagement to our faculty and staff and students around the things that they could do on a day-to-day basis on campus. Maybe at home right but on campus or how they come and go to campus or all those things that would help us reduce our energy consumption, our electricity consumption, energy consumption, water consumption and resource savings.”
 - “Yeah now some of them are just new freezers where research expands or whatever and people are just adding a freezer to fleet. But at least we're adding a smaller energy user than a big one. And then in the case when we're replacing them it fits really great. So that was my main... that one incentive program was kind of like the whole Green Labs Program until about a year ago. Of course then

we got slowed down by the pandemic and everybody leaving campus and blah, blah, blah. But today we have a little Green Labs website and we have a couple of programs. And one of course is the ULT incentive. And now we're trying to start a campaign around shutting the sash on the fume hood. Right? Because oddly a lot of researchers don't close the sash all the way on the fume hood and it's just sucking a bunch of air out of the space. And we just had to pay money and burn natural gas to heat that space. And now we're just sending it right out the... So anyway we're working on a shut the sash campaign and we're doing a pilot for labs to earn a Green Labs certification. And that's really great from an engagement standpoint because it's getting all the folks in the lab involved in the conversation about sustainability in the lab. So it's really cycling along but it was never a part of my job description. It's not in my official job description today. And yet I guess I am the leader. And so I am not sure if I have it in my signature or not. I have two different signatures that I use sometimes. And if I am sending an email related to Green Labs then I use the Green Labs signature. And I gave myself the title of the Green Labs champion!"

- Alexi Lamm, Sustainability Coordinator, Utah State University, 3/8/2021
 - "And there was a committee put together to develop that plan and then it's been less involved I would say in implementation but I actually do have a meeting with that group this afternoon. So they're somewhat involved I think in a more advisory capacity, whereas they were kind of directing the construction of the plan. Now it's a little bit more like going back to them every so often and progress updates or brainstorming where we should be next."
 - "I think aside from possibly the academic piece it ends up being pretty actionable in a way that the sustainability plan has parts that are actionable and parts that are maybe more aspirational."
- Zac Cook, Utilities Senior Energy Manager, Utah State University, 3/16/2021
 - "I manage our heating and air conditioning show, which is a little unusual for this role but it makes a lot of sense because heating and air condition is a substantial portion of what the energy that's consumed on campus is."
 - "It kind of coalesced all the efforts that were going on campus into one focus because prior to that I think a lot of people and organizations were kind of doing their own things and it wasn't this centralized effort."
 - "the University kind of formed an executive committee to look at the University's climate action plan. And it broke up from there into different subcommittees that had different people from across campus that have expertise relating to different aspects of our carbon emissions."
 - "It was a real challenge because there wasn't as much ownership in the process."
 - "Really what we've done is we brought the responsibility of that under our sustainability organization."

- Steve Nabor, Associate Vice President for Finances and CFO, Weber State University, 3/26/2021
 - “And you have to have oversight on that. You can't...And you got to have competency and expertise there, too.”
 - “I were to start this at Montana State, and you don't have somebody that's capable of that, you probably got to get somebody that's capable of managing the baseline model.”
- Katherine Meyr, Student Sustainability Communications Coordinator, Weber State University, 3/22/2021
- Jennifer Bodine, Sustainability Manager, Energy and Sustainability Office, Weber State University, 3/11/2021
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Evidence from plans:

- (CSU) “The inventory is based on utility data, other University records, discussions with staff, and an annual online campus commuting survey. The units of metric tons of carbon dioxide equivalent (MTCO₂e) are used in the inventory and throughout this plan to account for the collective global warming potential of all six greenhouse gases including carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), and various refrigerants.” (7).
- (CSU) “In FY12, the Vice President of University Operations developed the Energy Reserve Fund (ERF). The fund was seeded with one-time money of \$500,000/year for the first 5 years. In addition, savings from projects implemented with these funds return to the ERF in subsequent years. As a result, once the seed money ran out at the end of FY16, the fund was self-sustaining with annual allocations of savings from previous projects. The Energy Team in Facilities Management develops a project list for the ERF each year. A subcommittee of the Presidents Sustainability Commission also reviews the list of projects each year.” (17)
- (CSU) “CSU has involved and engaged students in sustainability efforts for many years through curriculum, dozens of student organizations, and Residence Life. In addition, the Associated Students of Colorado State University (student government) has appointed a student Director of Environmental Affairs & Sustainability to increase outreach and

involvement of the student community and, developed an Alternative Transportation Fee Advisory Board focusing on transit and transportation.” (20)

- (CSU) “The Campus Energy Coordinator, a position in Facilities Management, is responsible for developing energy, water, and resource conservation engagement programs targeting faculty, staff, and students.” (20)
- (CSU) “The University’s greenhouse gas inventory is prepared annually using the Campus Carbon Calculator (CCC), created by Second Nature in partnership with UNH. The CCC tool was developed specifically to provide higher education institutions with a consistent approach to calculating campus greenhouse gas emissions and is recognized as an acceptable tool by the higher education community.” (7).

- (UM) “The offset company in Missoula, Clear Sky Climate Solutions, provides projects that sequester carbon funded by carbon offsets. Two of these projects are in Montana and include a responsible rangeland project and a dairy methane capture project. Purchasing from this company is one avenue the University can take to offset its carbon emissions through air travel” (50).
- (UM) “Funding for these projects was received in 2009 through the state of Montana’s Long Range Building Program in the amount of roughly \$1,800,000” (20).
- (UM) “UM also has a new application-based educational opportunity available for students. The Renewable Energy Loan Fund (RELF) is a campaign aimed at starting a campus-wide fund to help pay for energy efficiency and waste reduction projects. In 2009, UM students supported a student fee that sets aside money to implement energy reduction projects” (73).
- (UM) “The Climate Action Plan was co authored primarily by UM’s Sustainability Coordinator and ASUM’s Sustainability Coordinator with input from a Technical Working Group that met every two weeks during plan development. Technical Working Group members included campus professionals and local topic experts were occasionally invited. An Education Working Group convened to write the section of the plan detailing goals and strategies to incorporate sustainability in curriculum, research, and community outreach. The Sustainable Campus Committee made up of staff, students, faculty, and administrators provided guidance and served as advisory authority. University Executive Officers were the final decision making authority” (1).
- (UM) “Students of the University of Montana are typically very active and involved in solving a variety of environmental issues. They, along with faculty and staff, would most

likely embrace the opportunity to work on behavior changing campaigns and initiatives along with monitoring success rates” (22).

- (USU) “This Climate Action Plan (CAP) has been prepared by the Utah State University Sustainability Council in support of the American College and University Presidents’ Climate Commitment (ACUPCC), signed by Utah State University president, Stan Albrecht on January 22, 2007.” (4).
- (USU) “President Albrecht appointed a University Sustainability Council comprised of faculty, staff, and students. The Council created several standing committees to develop outreach, education, research, and conservation/sustainability efforts.” (5).
- (USU) The Utah State Sustainability Council will continue to produce annual GHG emissions inventories. These are and will continue to be critical in determining how the University is doing overall on emissions goals. In addition, they will produce a brief document updating progress toward carbon neutrality every other year [Including ...]” (30).
- (USU) “The Sustainability Council launched its first sustainability week in 2009, promoting awareness and highlighting the success of sustainability efforts through fun, educational presentations and events.” (14).
- (USU) “The Council maintains a presence at many USU events and organized USU’s first sustainability Week in 2009. Members of the Council created and maintains a University Sustainability Website, and has implemented a pledge program titled “Take the Challenge,” in which students, faculty, and staff who commit to lowering their personal carbon footprint are provided with T-shirts, tote bags or other items and track their progress via email” (12).
- (USU) “The Public Relations and Marketing department at USU has a designated staff member to work with the Sustainability Council’s standing Committee on Outreach.” (13).
- (USU) “To achieve environmental and social justice, societies must work to address discrimination and promote equality. ... USU Multicultural Student Services (MSS) provides support for student success and direction for campus multicultural relations” (28)

- (WSU) “The University President’s Council will be the governing body for execution of this plan, and will provide policy approval, program guidance and funding support as resources allow” (5)

- (WSU) “The appointed staff member from Facilities Management] will assure that long term carbon reduction and sustainability issues are addressed in the University planning efforts, and will communicate long term planning goals to the FS-EIC and other stakeholders” (6)”
- (WSU) “An annual report will be provided to the President’s Council, Student Senate and to the Faculty Senate at WSU. This report will identify energy consumption data, energy use trends, and other initiatives or actions taken in the preceding year to reduce carbon emissions.” (34)
- (WSU) “Besides the annual report to the President’s Council and the Student and Faculty Senate, an annual report will be provided to AASHE in their prescribed format” (34)
- (WSU) “The Environmental Ambassadors are also responsible for implementing sustainability-related projects using \$9,800 in annual funds allocated through student fees.” (22)

Summary of clear subthemes:

- One you have entered all the data, arrange it into logical subthemes and write a brief synopsis of what can be learned from the evidence for each subtheme. For example, if the theme were funding and you had a bunch of quotes about implementation of the plan being underfunded, you might have a subtheme of “funding shortfalls” and you would write a few sentences explaining how the evidence provided demonstrates that funding shortfalls often interfere with implementation. You might also mention the cause of funding shortfalls. Don’t worry if you verge into territory of other themes (for example, here there is clear overlap with implementation). We will sort that out as we compile a draft.

Overall researcher observations & key takeaways:

- *After you have entered data from transcripts and plans below, take some time here to write out your thoughts on how the data might be interpreted as an answer to the guiding questions for each topic.*