



**DON'T  
FEED THE MONSTER.**



**USE REUSABLE BAGS.**

Utah State University  
Earth Day

**UTAH STATE  
EARTH DAY**

# Sustainability Plan 2020 Update



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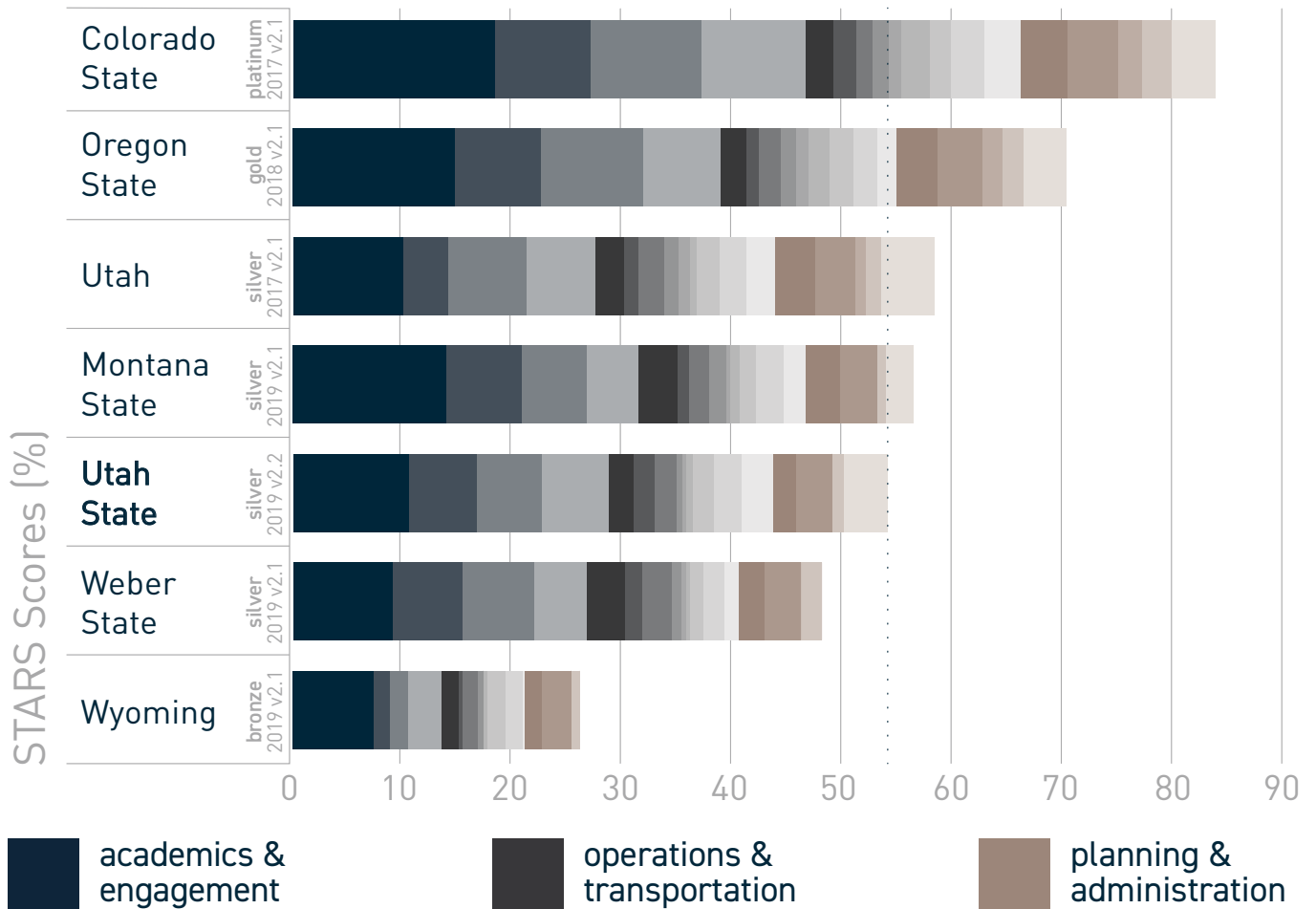
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# Sustainability Tracking Assessment & Rating System Score Benchmark



The Sustainability Tracking, Assessment & Rating System (STARS) is a system supported by the Association for the Advancement of Sustainability in Higher Education. USU completes the an assessment every three years to track progress. The results inform the subsequent update to the sustainability plan. This is USU's third STARS submission and therefore third version of the sustainability plan. Each time, USU has made an improvement on its prior score: 46.6 points in 2013 (v1.2), 52.49 in 2016 (v2.1), and 54.7 in 2019 (v2.2). Each section includes a comparison of USU's STARS score to peer institutions.

# Introduction

I am writing this from my living room as the country, state, and university weigh the risks of providing in-person services after sending people home for protection from COVID-19. Like many people, I did not ring in this century's roaring '20s dreaming about minimizing travel or working from home. But, we all adapted more quickly than we thought possible, maybe more quickly than was possible as we watched montages of people around the globe, throwing parties welcoming a new decade. I welcomed this year with hopes for the opportunities a new year would bring. Thus far, it has brought us new devastating circumstances—not only a pandemic but also appalling acts of racial injustice. Vitaly, it also brought us motivation to translate our concerns and knowledge to action, to serve people and our communities.

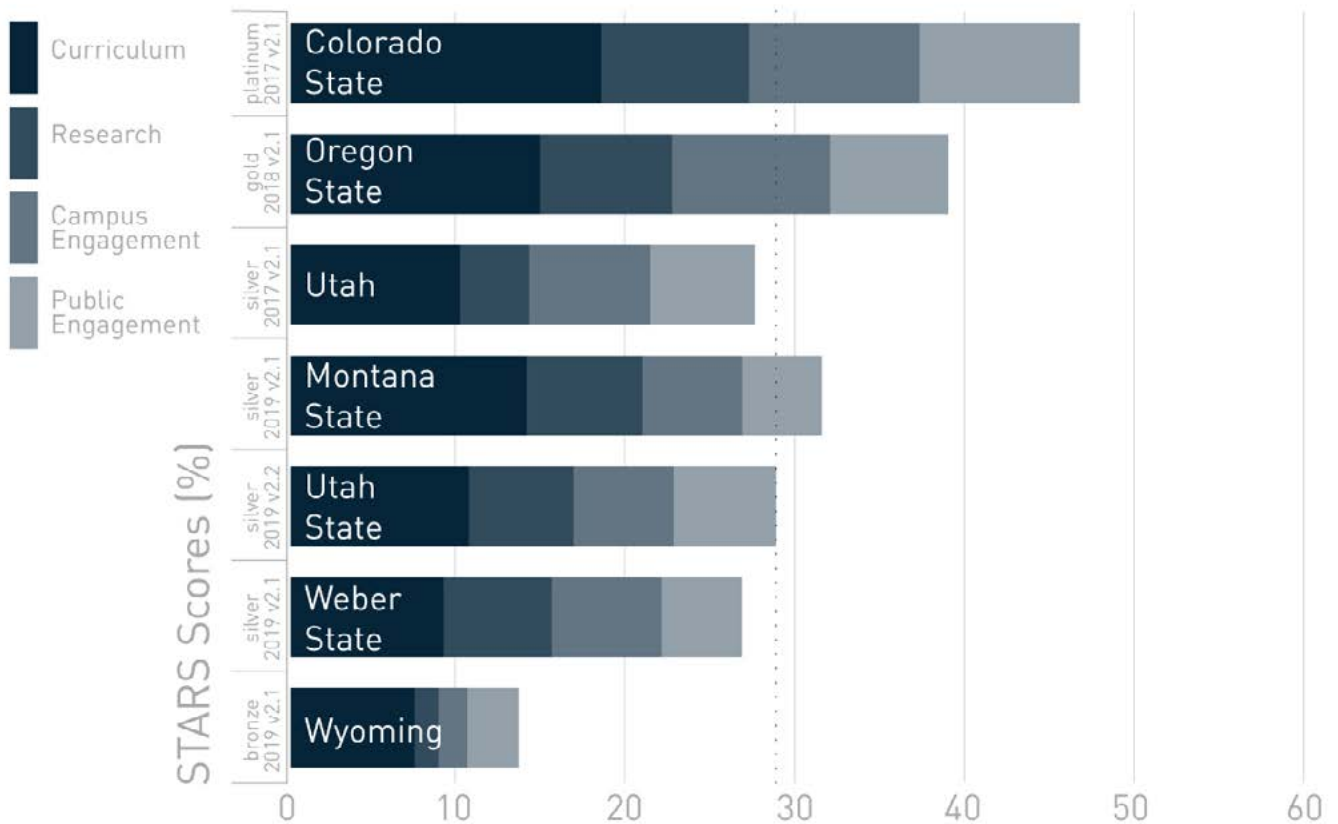
Although we would not choose to make decisions under these circumstances, this uncertain time demands we make critical decisions even as new information unfolds. Likewise, climate change and the associated risks demand decisions now even as our understanding continues to progress. We are in a novel position. We have never navigated a change in climate this abrupt. If we are fearful, it is because we understand the magnitude. If we are resolved, it is because we know that we are generations in a line of innovative survivors. Like our families and neighbors, we will defend and cultivate an even more vibrant, inclusive community for ourselves, our loved ones, and people we have yet to meet. We need diverse voices at the table because it is just and the only way to find solutions that work.

Utah State University is contributing to the effort. In 2007, USU committed to becoming carbon neutral by 2050. In February of 2019, the USU Faculty Senate and USU Student Association demanded the university redouble efforts to maintain and improve a healthy environment for current and future Aggies. A steering committee and three working groups developed recommendations for reducing greenhouse gases, pricing carbon, and educating students. A year later, President Cockett adopted strategies from those recommendations to reduce greenhouse gases produced by the university. As much work as went into those recommendations, much more work is to come.

The '20s entered with a roar. This Sustainability Plan update lays out a response. It outlines strategies to progress toward carbon neutrality goals. It also includes greater consideration of inclusivity and opposition to systematic racism, although it is not enough yet. If I have learned anything from the last few months, this plan will always be an imperfect work in progress. It will evolve as we learn more. It is, however, the first time a path to reach gold in the Sustainability Tracking, Assessment & Rating System has been in sight. For that, I hope you will join me in rising to a challenge we can address within our own campus community.

Alexi Lamm, May 2020

# ACADEMIC & ENGAGEMENT BENCHMARK



## USU Sustainability Planning 2020

# Academics

*The Curriculum Work Group is charged with developing methods to educate the campus and move Utah State towards sustainability by supporting faculty and students in the development of intellectual tools and practical skills to become caring and competent stewards of the planet, its people, and its resources.*

## BACKGROUND

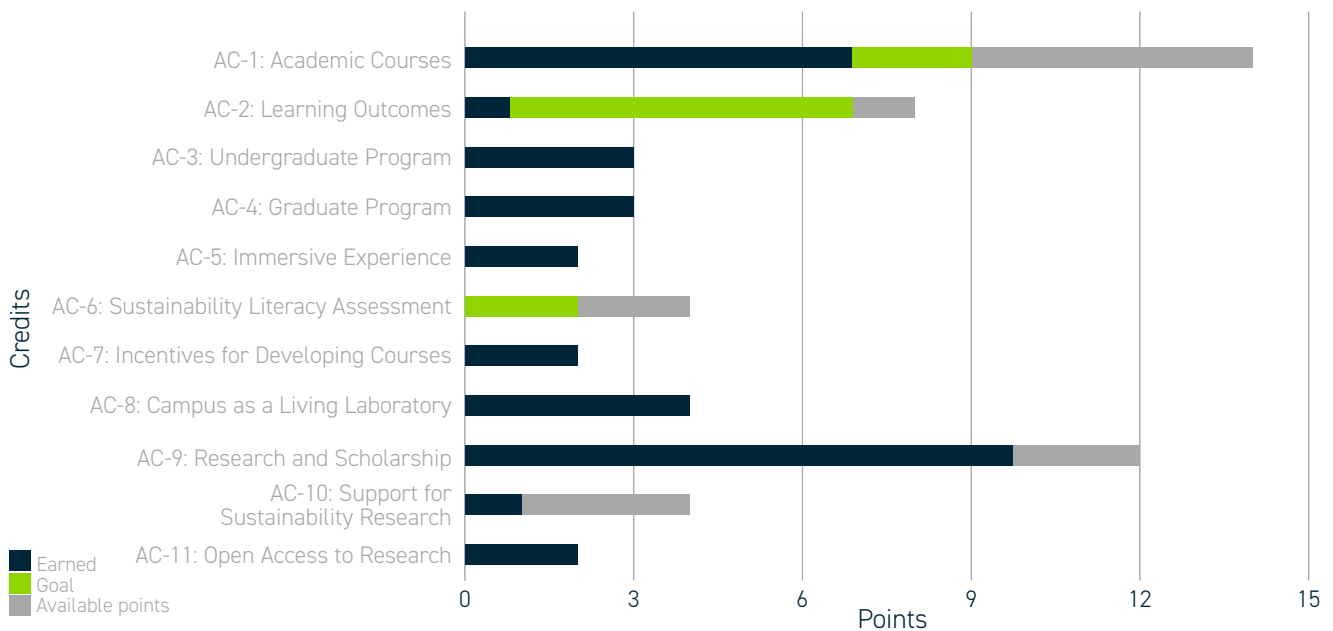
The Curriculum Work Group of the Sustainability Council is working towards providing all USU students with an educational experience that includes sustainability principles and environmental literacy.

In 2008, the Curriculum Work Group proposed changes to USU's General Education Breadth Courses to encourage inclusion of sustainability as a criterion for all general education courses. Although this proposal did not pass, Work Group members participate and encourage the University's General Education Committee to include sustainability principles in general education life and physical science courses and continue to consider including sustainability in other aspects (social science, humanities, creative arts) of the general education curriculum.

## ACCOMPLISHMENTS

In 2016, the *Destinations: Planetary Thinking in the Curriculum* workshop was launched to provide faculty with resources and connections to include sustainability in their courses. The workshop has reached 64 faculty who have incorporated sustainability principles and concepts into 66 classes or programs, reaching over 6500 students who participate in those classes or programs each year. The President's office committed funding for the planning but not stipends of the 2020 Planetary Thinking program, but his year's program was canceled due to the COVID-19 pandemic. The planning committee is developing methods to measure sustainability learning outcome achievements for students for implementation in academic year 2020-21.

The Greenhouse Gas Steering Committee also made academic program recommendations in the *Greenhouse Gas Reduction Final Report*. President Cockett has indicated support for integration of sustainability in the new general education requirements, which are in development.



2017

2020

1. **Increase from 4.1% to 10% of classes include sustainability by 2020.**
  - Course offerings that included sustainability were 5% of courses in the 2019 STARS report.
2. **Increase from 7.4% to 15% of majors with a sustainability outcome by 2020.**
  - Students who graduate from a program that required an understanding of sustainability was 10% in the 2019 STARS report.
3. **Implement a pilot pre- and post-sustainability assessment in a subset of students by 2020.**
  - The Planetary Thinking planning committee is planning a pilot assessment for fall 2020.

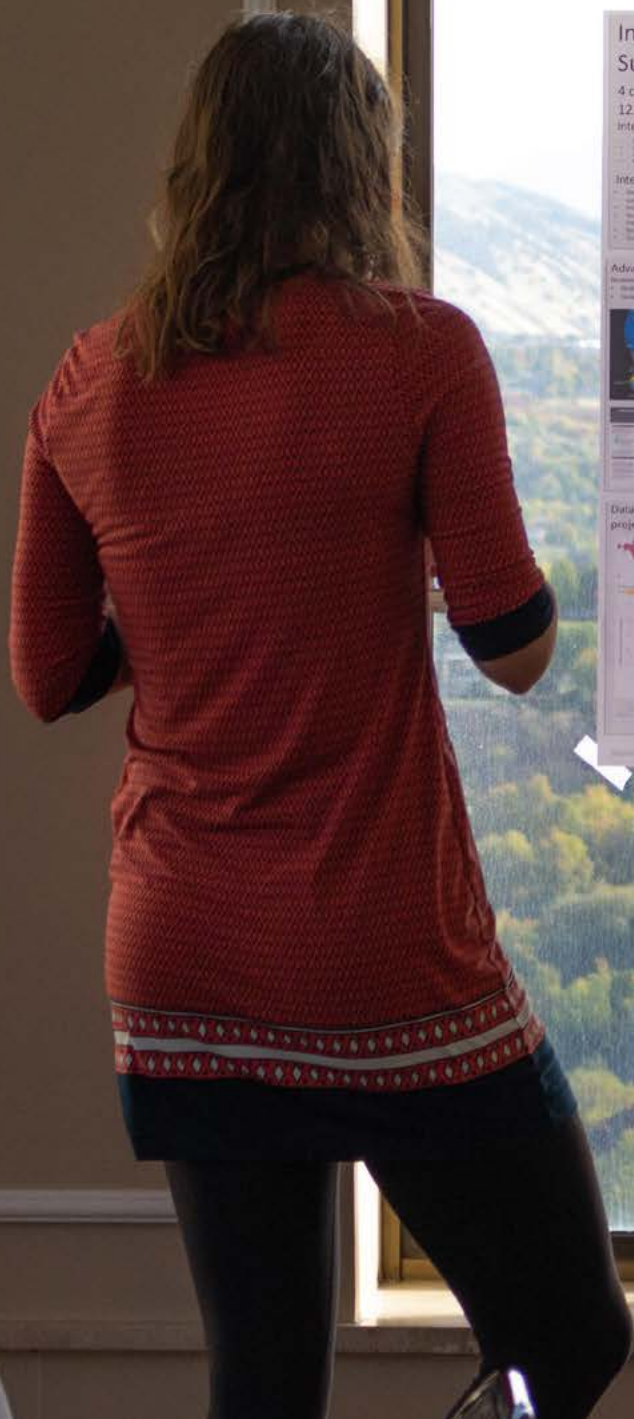
1. **Increase from 5% to 10% the number of classes which include sustainability in their learning outcomes by 2023.**
  - Continue Planetary Thinking faculty workshops, focusing on faculty who teach general education courses.
  - Add additional faculty training opportunities, such as an ETE badge program and new faculty sessions.
2. **Implement sustainability criteria in the general education curriculum and develop a sustainability competency or theme emphasis in the general education program for all undergraduates by 2023.**
3. **Implement a pilot pre- and post-sustainability literacy and culture assessment by 2023.**

## METRICS

To assess progress of environmental literacy and sustainability fundamentals throughout the curriculum, periodic assessment of the course offerings and degrees available to undergraduate and graduate students occurs. Metrics required for STARS reporting provide a baseline for the collection and evaluation of these data:

- Sustainability courses offered
- Students graduating from a program with a sustainability outcome
- Scores on a pre- and post-sustainability literacy assessment
- Scores on a pre- and post-sustainability culture assessment





# Integrating Sustainability

4 courses  
12 new assignments  
Integrated sustainability data:

- Environmental Justice
- Environmental Health
- Environmental Policy
- Environmental Quality
- Environmental Risk
- Environmental Security
- Environmental Sustainability
- Environmental Well-being
- Environmental Resilience
- Environmental Adaptation
- Environmental Mitigation
- Environmental Restoration
- Environmental Protection
- Environmental Conservation
- Environmental Stewardship
- Environmental Governance
- Environmental Accountability
- Environmental Transparency
- Environmental Integrity
- Environmental Honesty
- Environmental Fairness
- Environmental Justice

**Intended outcomes:**

- Develop a deep understanding of sustainability and its various dimensions
- Apply sustainability concepts to real-world scenarios
- Analyze and evaluate the impact of sustainability initiatives
- Design and implement sustainable solutions
- Communicate sustainability findings effectively
- Collaborate with peers and professionals in the field
- Demonstrate leadership in sustainability efforts
- Foster a commitment to continuous learning and improvement
- Contribute to the advancement of sustainability knowledge
- Inspire others to embrace sustainable practices
- Drive positive change in the community and beyond

## Data Visualization

Assess and synthesize data assignments and data visualization

- Analyze data visualization assignments
- Evaluate the effectiveness of data visualization
- Identify areas for improvement
- Develop strategies for data visualization
- Apply data visualization techniques to real-world scenarios
- Communicate data visualization findings effectively
- Collaborate with peers and professionals in the field
- Demonstrate leadership in data visualization efforts
- Foster a commitment to continuous learning and improvement
- Contribute to the advancement of data visualization knowledge
- Inspire others to embrace data visualization practices
- Drive positive change in the community and beyond

## Advanced GIS: bivariate choropleth maps

- Analyze and evaluate bivariate choropleth maps
- Apply bivariate choropleth maps to real-world scenarios
- Communicate bivariate choropleth map findings effectively
- Collaborate with peers and professionals in the field
- Demonstrate leadership in bivariate choropleth map efforts
- Foster a commitment to continuous learning and improvement
- Contribute to the advancement of bivariate choropleth map knowledge
- Inspire others to embrace bivariate choropleth map practices
- Drive positive change in the community and beyond

## Data Visualization: formal critiques

- Analyze and evaluate formal critiques of data visualization
- Apply formal critiques to real-world scenarios
- Communicate formal critique findings effectively
- Collaborate with peers and professionals in the field
- Demonstrate leadership in formal critique efforts
- Foster a commitment to continuous learning and improvement
- Contribute to the advancement of formal critique knowledge
- Inspire others to embrace formal critique practices
- Drive positive change in the community and beyond

## Data Visualization: climate-themed final projects

- Analyze and evaluate climate-themed final projects
- Apply climate-themed final projects to real-world scenarios
- Communicate climate-themed final project findings effectively
- Collaborate with peers and professionals in the field
- Demonstrate leadership in climate-themed final project efforts
- Foster a commitment to continuous learning and improvement
- Contribute to the advancement of climate-themed final project knowledge
- Inspire others to embrace climate-themed final project practices
- Drive positive change in the community and beyond

## Intro GIS and Advanced GIS special projects

- Analyze and evaluate intro GIS and advanced GIS special projects
- Apply intro GIS and advanced GIS special projects to real-world scenarios
- Communicate intro GIS and advanced GIS special project findings effectively
- Collaborate with peers and professionals in the field
- Demonstrate leadership in intro GIS and advanced GIS special project efforts
- Foster a commitment to continuous learning and improvement
- Contribute to the advancement of intro GIS and advanced GIS special project knowledge
- Inspire others to embrace intro GIS and advanced GIS special project practices
- Drive positive change in the community and beyond



# Community, Culture & Communication

*Engage students and the broader campus community in sustainability efforts and integrate sustainability education into learning experiences outside the classroom.*

## BACKGROUND

The Engagement Work Group coordinates efforts between the SSO, Council, Housing, student involvement and others to raise awareness and increase participation in sustainability outside the classroom.

## ACCOMPLISHMENTS

### Student Sustainability Office

- Students proposed the Blue Goes Green Fee in the 2011 USUSA elections. The fee passed at \$0.25 per credit hour, not to exceed \$3 per student per semester. The funds support the Student Sustainability Office and Grants.
- The Student Sustainability Office (SSO) was created in 2012 and is housed in the Center for Civic Engagement with Aggie Blue Bikes, Val R. Christensen Service Center, and Utah Conservation Corps.

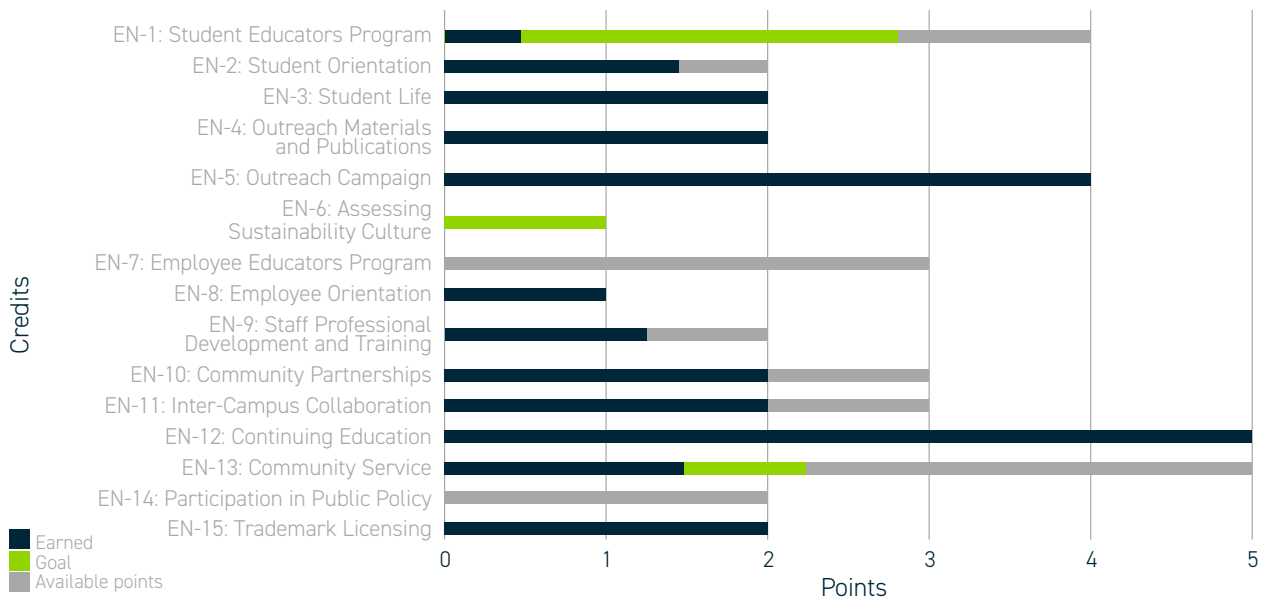


### Student Orientation

- A Sustainability Council representative distributes information at a table during summer Student Orientation & Transition Services (SOTS) sessions. These sessions are occurring entirely online this year due to COVID-19. Sustainability information is in modules three and four of the online program.
- Approximately, six to ten Connections classes receive a sustainability orientation presentation every year.

Programs and events support other areas of sustainability.

- USU Farmers Market launched in 2016.
- Energy Wars expanded from being a competition to reduce energy exclusively in Housing to including seven academic buildings.



- RecycleMania has been USU's primary recycling education event since 2005.
- In honor of Earth Hour, the lit A on Old Main symbolically goes dark for the hour.
- Earth Day is celebrated annually.
- True Blue Reuse has been diverting student move-out waste since 2008.
- Other events are scheduled throughout the year, such as the February Film Series and Vegetarian Week.

#### Student Organizations

- The Student Sustainability Corps (SSC) meets weekly to coordinate sustainability projects. The SSC includes the SSO, Sustainability

Council, Student Organic Farm, and Aggie Blue Bikes AmeriCorps members and representatives from EcoHouse and student clubs.

- Both the Caine College of the Arts and College of Humanities and Social Sciences are funding sustainability fellows to promote sustainability within their colleges.
- Aggie Sustainability works with the SSO and Service Center to organize student activities on campus.
- SOSNR (Student Organization for Society and Natural Resources) works to bridge the gap between

## 2017

## 2020

# GOAL UPDATE

- Engage 15% of the USU FTE student enrollment in sustainability events or activities by FY 2020.**
- Engage 15% of students in on-campus housing in sustainability events or activities by FY 2020.**
  - Sustainability engagement is not tracked for housing and main campus separately. Sustainability-focused RAs exposed 19.5% of USU students to sustainability, according to the 2019 STARS report. Additional students participated in events and programs.
- Engage 5% of faculty and staff in sustainability events and activities per year by FY 2020.**
  - Eight offices are active in the Green Office Program FY 2020, 68 faculty are on the sustainability faculty list, and 134 classes taught by USU faculty include sustainability. Five percent of faculty may be engaged, but 5% of staff are not. This goal continues in the update.
- Reach more people with sustainability.**
  - Programs and activities change every year to improve and reach more people.

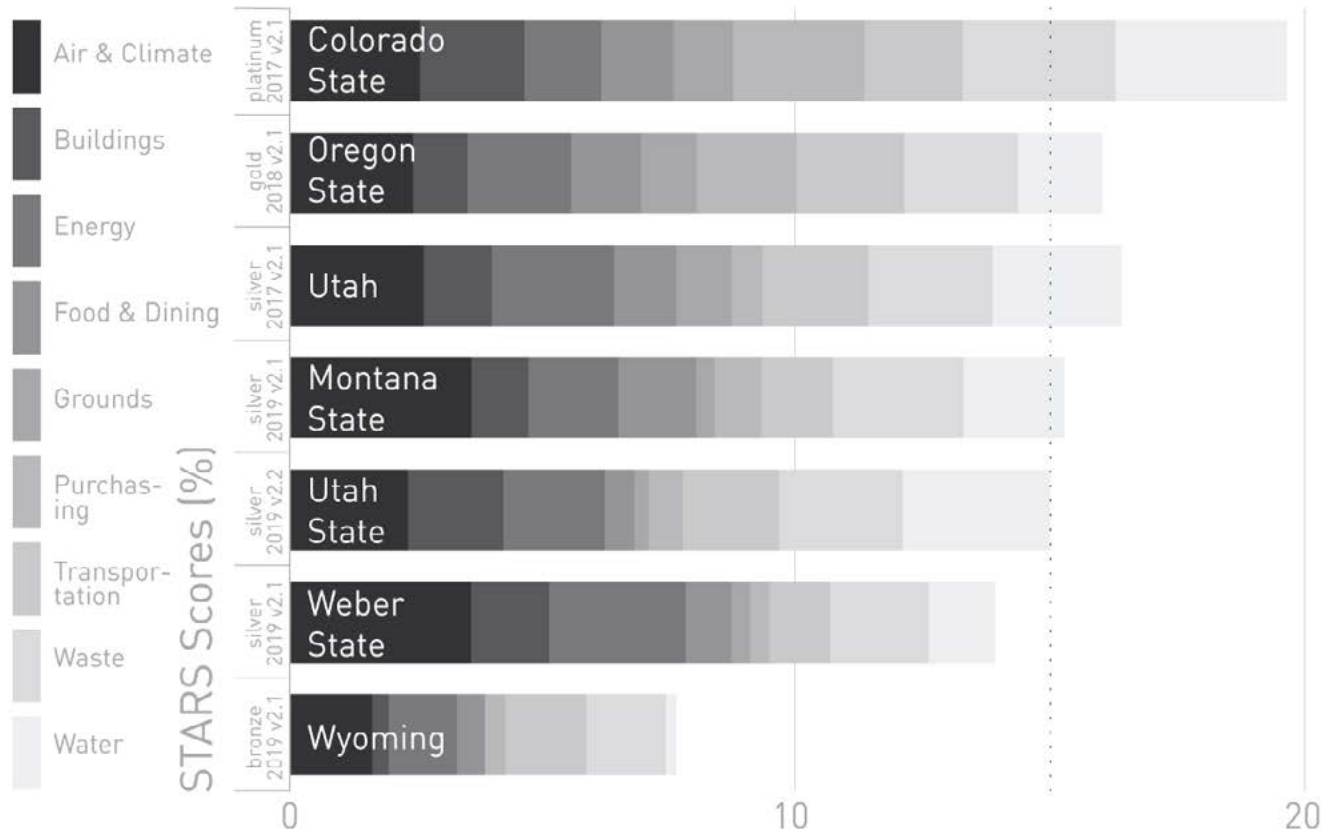
- Past goals have focused on participation numbers that are being collected by interns for programs they manage. For 2023, the goal is to track attendance and participation for all Student Sustainability Corps programs and events.**
  - Track intern and non-intern volunteer hours.
  - Collaborate with UCC to track reach and participation numbers more accurately.
- Increase participation/engagement in SSC sponsored events by 10% from 2020 to 2023.**
  - Develop an alternative to Ecoreps. One option would be two Ecoreps per college serving as peer educators 150 hours/year in addition to RAs.
  - Increase Student Sustainability Grant program applications to represent all colleges, undergraduates and graduate students, and especially under-represented groups.
  - Regularly collaborate on events and initiatives with the USU's Inclusion Office; Aggies Think, Care, Act; and organizations that support underrepresented groups.
- Increase the tracked volunteering of students to include 50% of students for 10 hours/year/student by 2023.**
- Engage 5% of faculty and staff in sustainability events and activities per year by FY 2020.**
  - Expand the building rep and Green Office programs to serve as faculty and staff peer-to-peer outreach.

### METRICS

- Attendance at university-wide sustainability events and activities
- Attendance in housing sustainability events and activities
- Feedback surveys on sustainability programs
- Enrollment in Ecoreps
- Participation in Student Sustainability Corps, Aggie Sustainability Corps, Aggie Sustainability Club, Green Office Program, and Student Sustainability Grant program
- Connections students exposed to sustainability concepts



# OPERATIONS BENCHMARK



# Energy & Built Environment

*Create, maintain, and operate an environmentally responsible campus built environment that will minimize energy and water consumption, reduce greenhouse gas emissions, and promote the development and use of renewable energy sources*

## BACKGROUND

USU is committed to improving energy efficiency and reducing greenhouse gas emissions. The university meters electricity, natural gas, water, chilled water, and steam condensate for most facilities on campus to support this goal. In 2018, approximately 22% of electricity used was hydro and solar. The remaining electricity was coal and natural gas. Heating is either natural gas or waste heat from the gas turbine producing electricity. Emissions have decreased 19% per full time equivalent student since a 2008 baseline, although with the addition of students and space, this means USU’s total emissions are up almost 4% overall. See the greenhouse gas pie chart on page13 for a breakout of USU’s emission sources.

Following the formation of the Greenhouse Gas Reduction Committee in 2019, the Energy Portfolio Work Group overhauled the university’s energy management plan, prioritized energy efficiency projects, investigated carbon-free and renewable energy options, and started discussions with other organizations to develop partnerships for carbon-emission reduction. A full list of the options and recommendations is available in the [USU Greenhouse Gas Committee Final Report](#).

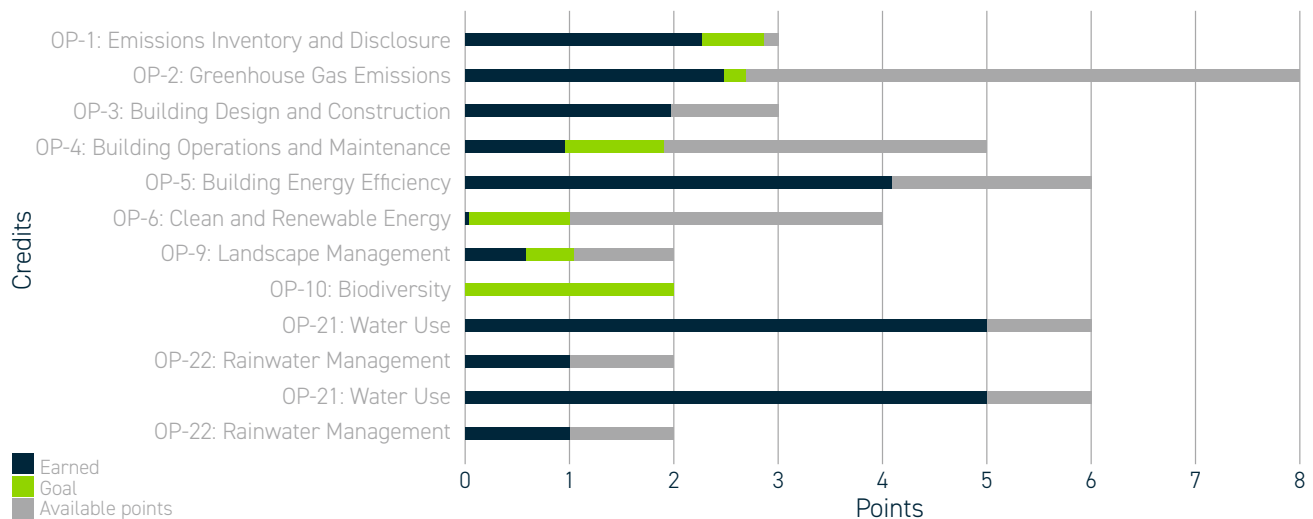
## ACCOMPLISHMENTS

### Policy

- LEED Silver standards and DFCM high performance building standards
- USU Policy 525: Energy Conservation and Efficiency, which includes behavior change components and a requirement that new electronics, appliances, and equipment must meet Energy Star requirements.

### Energy

- USU has expanded metering and data access.
- USU commissions buildings on a rotating schedule to ensure all buildings are operating efficiently.



## Energy Continued

- Energy auditing includes education for each building.
- The university received a \$220,000 grant from the Edwards Mother Earth Foundation to implement demand-control ventilation in three laboratories.
- USU also received a \$283,000 Blue Sky Grant for a solar installation on the Moab campus.
- Electric Vehicle & Roadway Research Facility, Fine Arts Visual, parking terrace, and Moab campus have or are slated for solar installations totaling 435 kW.
- Occupancy/vacancy sensors are connected to HVAC and lighting controls where they are applicable.
- Engagement programs include Energy Wars in housing and academic buildings and the Green Office program, which expanded to labs in 2019.

## Water

- USU received a \$65,000 grant from the Utah Division of Water Quality for stormwater improvement and demonstration on 700 N.
- Bathroom fixtures include low flow toilets and urinals and motion sensor sinks.
- Water wise plants are encouraged on new constructions. Small turf areas are discouraged.
- Hydropoint WeatherTrak Optiflow XR controllers are on the main campus and Innovation campus areas operated by Facilities. Using weather conditions and ET, they shorten water windows and optimize power use.
- Non-potable canal water is our primary method of irrigation water, and we are continuing serve new construction including Innovation Campus.

## 2017

- 1. Reduce energy use intensity (EUI) 5% per square foot annually.**
  - 2017 – 5.8% EUI Reduction
  - 2018 – 1.5% EUI Reduction
  - 2019 -1.8% EUI Reduction
- 2. By 2030, 50% of electricity utilized on campus to be from a renewable resource**
  - This goal is still underway.
- 3. Implement water management or benchmarking.**
  - Analytics inform comparison of the current monthly usage to the buildings' baseline, previous monthly and four year average consumption.
- 4. Install smart water meters on new buildings. Systematically replace and update turbine water meters across campus water system.**
  - Design standards specify smart meters for new construction and meter replacement.
- 5. Continue to fine-tune irrigation.**
  - Irrigation continues to improve.
- 6. Implement a indoor air quality (IAQ) management policy or protocol**
  - This is part of a multi-attribute system in the updated goals.
- 7. Continue certification as a Tree Campus USA.**
  - The university continues Tree Campus status.
- 8. Establish green cleaning standards.**
  - LEED standards have become more stringent. However, the university is investigating options, such as stabilized aqueous ozone.

## 2020

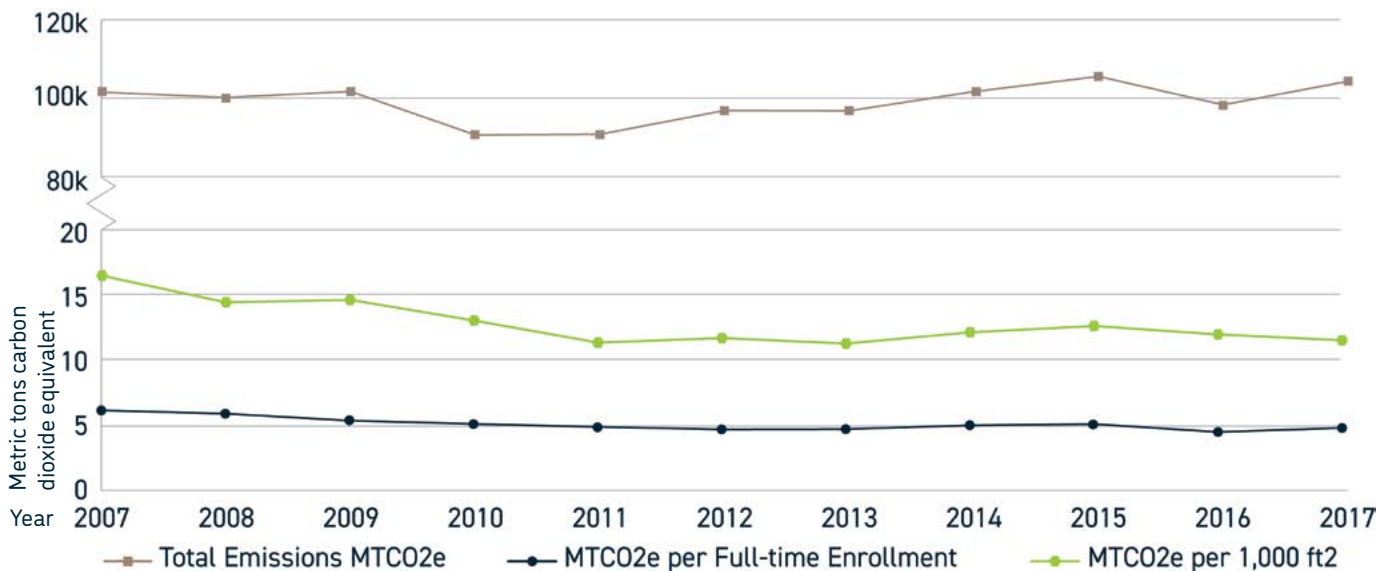
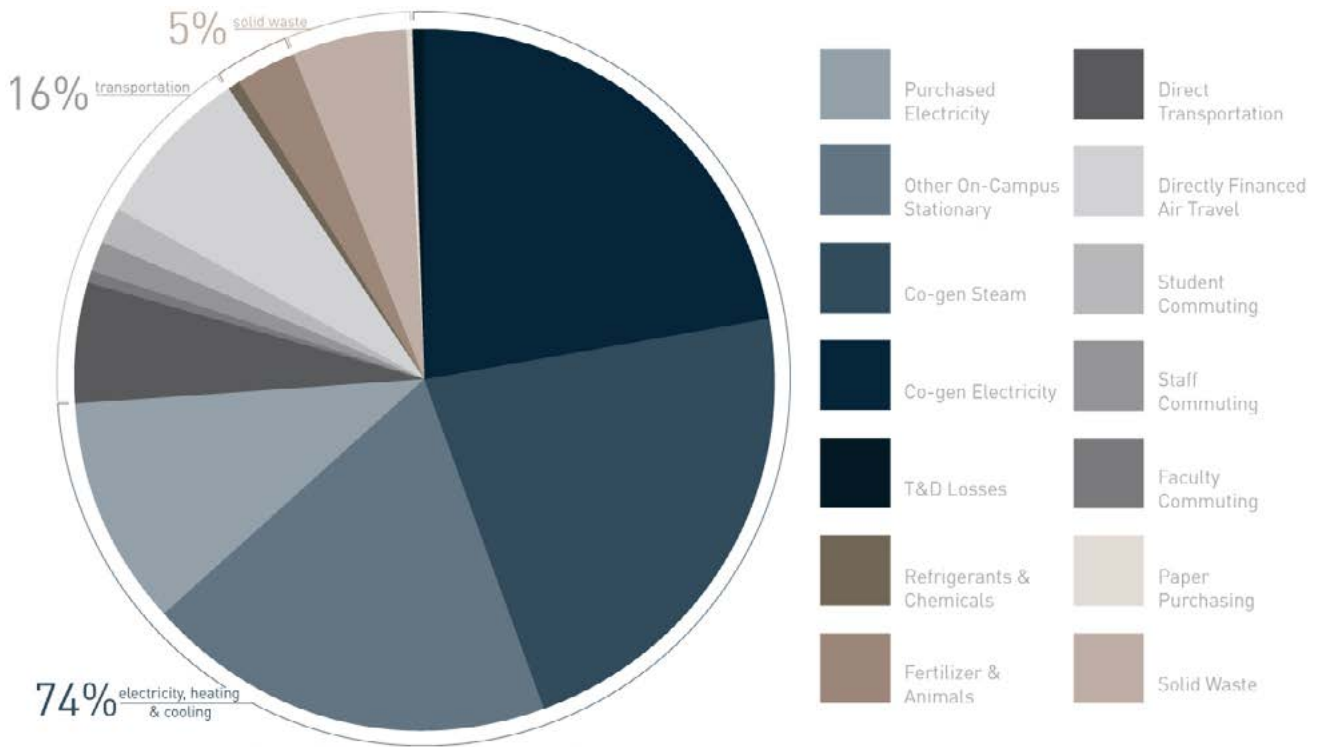
- 1. Improve the consistency and integrity of the university's greenhouse gas inventory.**
  - Set up a verification process for the greenhouse gas inventory.
- 2. Reduce GHG by 33% per weighted user and per square foot.**
  - Reduce EUI each year 7% reduction in FY21, 4% in FY22, and 3% in FY23.
    - Complete the transition to LEDs.
    - Continue to commission buildings.
    - Involve users through annual meetings, education, green office and lab programs, etc.
  - Source 25% of energy from renewable sources.
  - Meet all the expectations of a multi-attribute monitoring system.
- 3. Manage 10% of landscape organically and 90% in accordance with IPM.**
- 4. Every two years, audit the water lines for leaks.**

# GOAL UPDATE

## METRICS

- Greenhouse gas inventory
- Water use (potable & non-potable)
- Energy use by fuel source
- Building energy usage intensity
- LEED buildings

# USU Greenhouse Gas Inventory 2018







# Air Quality & Transportation

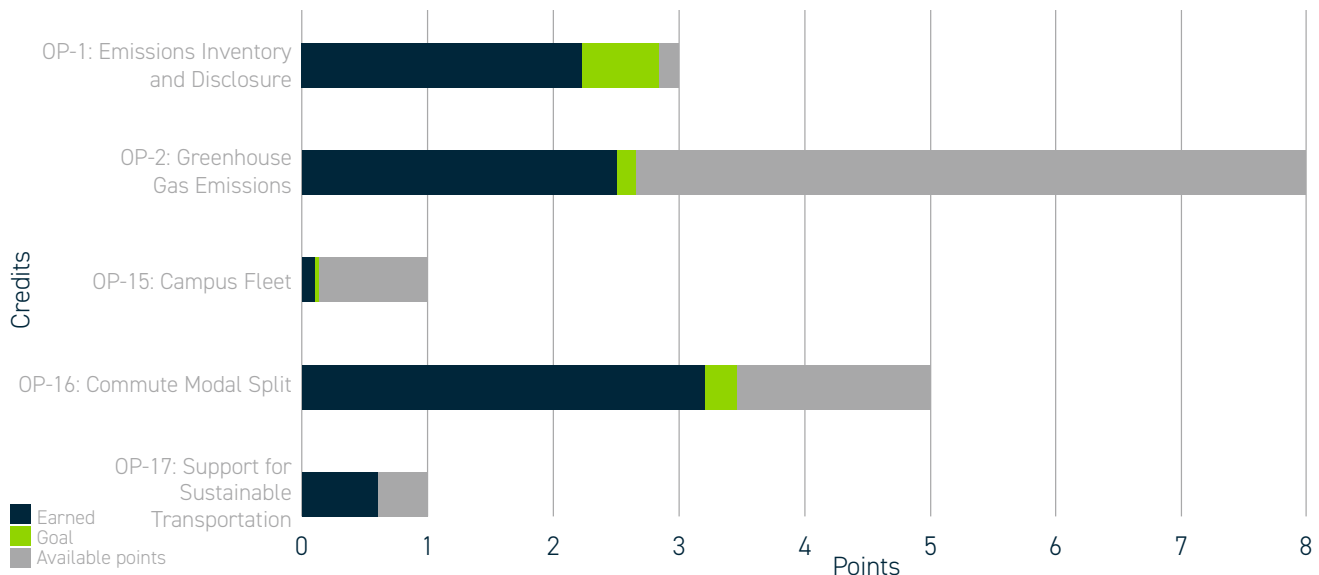
*To advance safe, efficient, low-carbon transportation to, from, and on the USU campus by students, employees, and visitors*

## BACKGROUND

Transportation accounts for approximately 20% of university greenhouse gases with a large portion coming from directly financed air travel. In order to reduce transportation emissions, USU offers several amenities and services. Aggie Shuttle offers more than a million rides per year. Video conferencing for educational and conference purposes is available and, since COVID-19, widely used. Programs such as Aggie Blue Bikes and the Commuter Club support commuters who use low carbon transportation options. Furthermore, planning initiatives such as the Open Space & Recreation Plan, Transportation Study, Bike Friendly University application and feedback, and GHG Reduction Final Report have outlined physical campus improvements and programmatic recommendations to create a safer, more accessible, and healthier transportation system for the USU community.

## ACCOMPLISHMENTS

- The Aggie Commuter Club increased from 61 to 148 members from 2017 to 2020.
- Campus thoroughfare, 700 N, now includes a pedestrian crossing light and bike lanes. The west side was completed in 2019.
- Improved pedestrian crossings and bike lanes are planned for 800 E.
- Improved pedestrian crossings are planned for the middle canal trail



2017

1. **Reduce carbon emission from the university fleet from an estimated 1,900 metric tons CO<sub>2</sub>e per year to 1,750 metric tons CO<sub>2</sub>e per year by 2020.**
  - GHG from the university fleet was estimated at 2,889 MTCO<sub>2</sub>e in 2016 and 6378.2 MTCO<sub>2</sub>e in 2018. The 2019 inventory is not complete. These numbers are probably not consistent and accurate
2. **Increase the share of low-carbon transportation alternatives (carpool, bus, and non-motorized transportation)**
  - A transportation survey in spring 2019 indicated that 53% of the campus community take some form of low carbon transportation, including bus, walk, bike, carpool, motorcycle, or board to campus.
  - Aggie Bull-evard (700 N) now has bike lanes, as does 1200 N.
  - Enhanced pedestrian crossings have been installed on 700 N and 800 E.
3. **Improve communication of air quality conditions through outreach.**
  - Outreach about the university's idle free policy through the February Keep Logan Clear campaign have continued.

2020

1. **Improve the consistency and integrity of the university's greenhouse gas inventory. It is not possible to evaluate our progress toward carbon reductions without standardized data collection and reporting.**
2. **Set goals based on the improved GHG estimates.**
  - Work with Parking and Transportation to track university mileage and vehicles and evaluate vehicle mileage.
  - Transition to 15% of vehicles meeting low emissions criteria.
3. **Increase the share of low-carbon transportation alternatives (carpool, bus, and non-motorized). Provide adequate alternatives that 5% more people can use low carbon options.**
  - Get pedestrian and bike detours included in all construction project agreements between the university and contractors
  - Develop a process to evaluate and recommend campus speed limits.
  - Conduct routine bike rack counts and bike/ped counts during May and September
  - Pursue a bikeshare program.
  - Invite a bike/ped advocate to attend planning meetings to advise on infrastructure as it relates to vulnerable road users
4. **Improve communication of air quality conditions through outreach.**

## METRICS

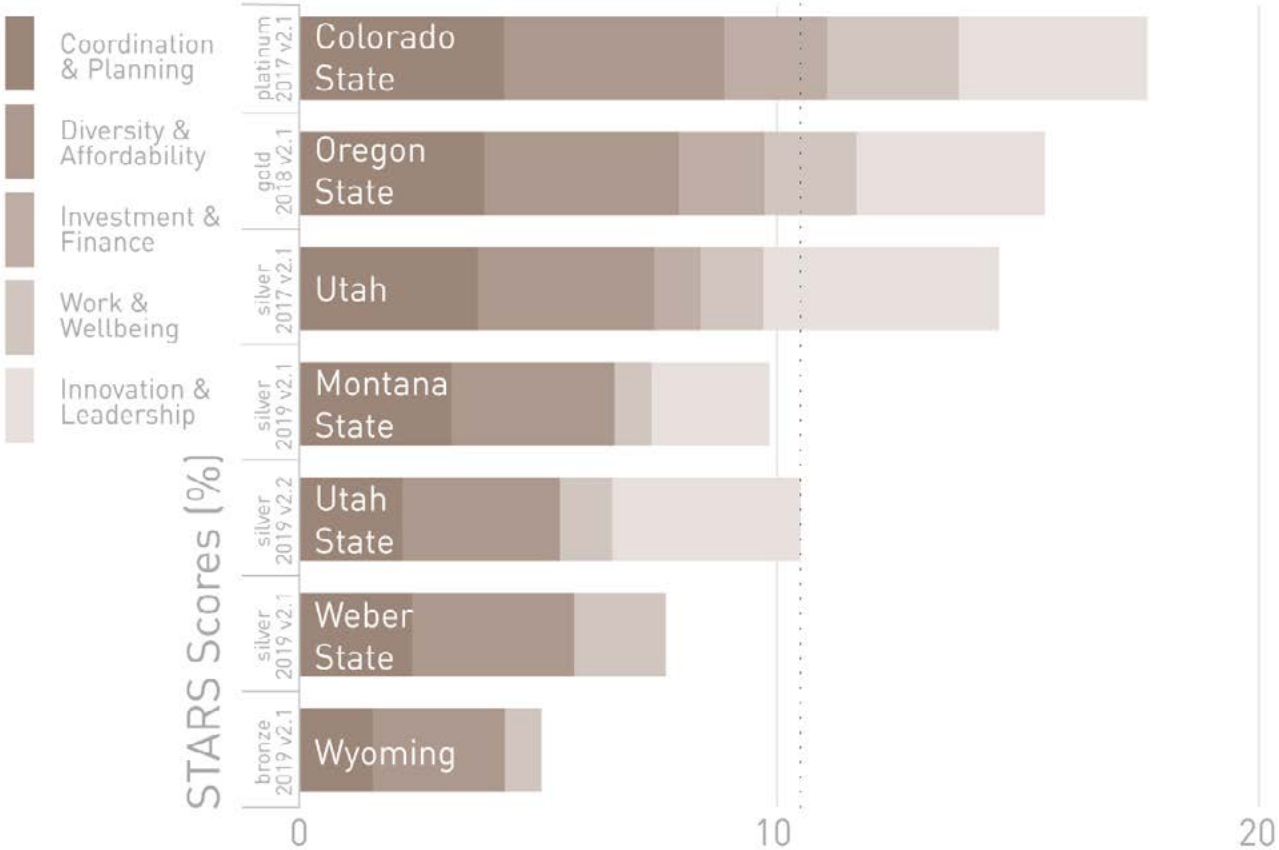
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|---|--|
| <input type="checkbox"/> Student commute modal split  | <input type="checkbox"/> University vehicle efficiency |
| <input type="checkbox"/> Employee commute modal split | <input type="checkbox"/> University vehicle mileage    |



# SUSTAINABILITY COUNCIL COLLABORATIONS

This section is dedicated to partnerships with university departments dedicated to specific areas of expertise that are not included directly in a Sustainability Council Work Group. Membership on other committees or periodic meetings help partner organizations and the Sustainability Council work toward common goals.

- Food
- Inclusion
- Planning, Administration & HR
- Purchasing
- Waste & Recycling



# Food

## BACKGROUND

Different university organizations manage aspects of USU's food service, production, disposal, and education. Dining Services manages food service and supports Student Sustainability Office and Sustainability Council efforts for the Farmers Market, Bike to Breakfast, and Vegetarian Week. Dining is also a partner in waste-reduction, such as composting in conjunction with USU landscaping, and food security through the Food Recovery Network, Campus Kitchen, and the Student Nutrition Access Center, in collaboration with the Val. R. Christensen Service Center and Student Sustainability Office.

The Nutrition, Dietetics, and Food Science Program contributes significantly to food education and food security issues, including the Hunger Solutions Institute and Gleaning Team in collaboration with the Extension and the Val. R. Christensen Service Center and permaculture garden in collaboration with Extension Sustainability. Students also provide outreach to the campus community through events like the Wellness Expo and Food Day. The department has also run a winter bread and soup community supported agriculture (CSA) in the winter to provide access to healthy, plant-based meals in the winter.

The Student Organic Farm plays an important role in food access and education. Students work at the farm every year to grow food organically and offer CSA shares to the community. Although this is not a comprehensive list of all the players in USU's food programs, it provides examples of the groups addressing various aspects of food service, production, disposal, and education. Food programs have been growing rapidly due to student interest and growing awareness of food security issues. In 2019, USU hosted the *4th Annual Utah Higher Education Food Summit* to share ideas with representatives from institutions across the state.

Food issues were included in a Council Work Group in the past, but staff changes have made the work group difficult to continue. Shifting food issues to a collaboration seems to be a more effective approach presently. Clearly, many groups are working on these issues. Recent growth in this area has inspired forward-looking goals. However, the implications of the COVID-19 pandemic are still unfolding, so these goals will need to adapt.

## GOALS

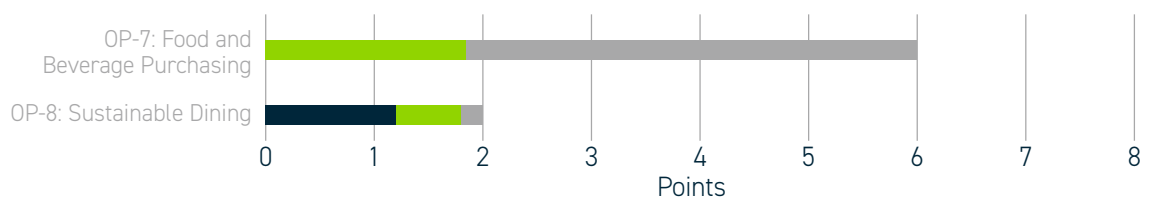
1. **Source 15% of food sustainably.**
2. **Source 30% of food as plant-based.**
  - Host low impact dining events or promote plant-forward options in Dining Services locations.
  - Inform customers about low impact food choices and sustainability practices through labelling and signage.
3. **Use a food waste prevention system to track and improve its food management practices.**

## METRICS

- Local and third-party certified food
- Plant-based food
- Food recovery weight
- Compost weight
- Waste weight

Credits

■ Earned  
■ Goal  
■ Available points



# Inclusion

## BACKGROUND

Social equity is one of the three pillars of sustainability. The Inclusion Office in Student Affairs leads these initiatives while the Student Sustainability Office and Sustainability Council have emphasized environmental sustainability in the past. Since the last sustainability plan, sustainability programs have increased efforts to be more inclusive. A member of the Inclusion Office sits on the Community, Culture & Communication Work Group, and sustainability representatives sit on the Aggies Think, Care, Act committee.

The Student Sustainability Office has transitioned to calling the grant program Student Sustainability Grants to emphasize that the grants fund projects integrative of environmental, social equity, and economic responsibility aspects of sustainability. Examples of grants that emphasize other aspects of sustainability include a 2018 grant to add composting, education, and a reuse fashion show to the Polynesian Student Union luau; 2018 grant that supports a fix-it station to assist students with repairing instead of replacing clothes and gear; 2017-2018 grants that increase production at the Utah Conservation Corps Urban Community Farm, which contributes produce to SNAC and the Cache Community Food Pantry; and 2019 grant to the gleaning program, which also contributes to SNAC and the Cache Community Food Pantry. In 2020, the Pow Wow USU hosts planned to honor Earth Hour with a spotlight dance before the event was canceled by COVID-19 closures.

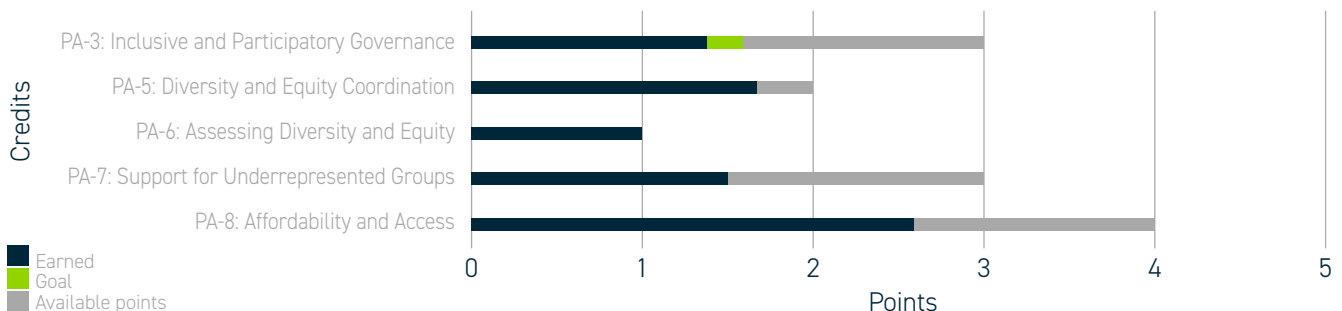
The goals set for this year are intended to improve inclusivity in USU's sustainability programs and support initiatives already begun in the Inclusion Office.

## GOALS

1. **Reach a rating at or above mid-level by the Campus Pride Index.**
2. **Work toward a diversity, equity, and inclusion (DEI) program within the university's sustainability programs:**
  - Ensure that sustainability employees complete DEI training
  - Regularly collaborate on events and initiatives with the USU's Inclusion Office; Aggies Think, Care, Act; and organizations that support underrepresented groups.
  - Include formal DEI responsibilities in at least one person's job
3. **Increase outreach and inclusion in the Student Sustainability Grant process.**

## METRICS

- Campus Pride Index
- People trained in DEI
- Sustainability Collaborations
- Student Sustainability Grant and committee applicants and diversity



# Planning, Administration & Human Resources

## BACKGROUND

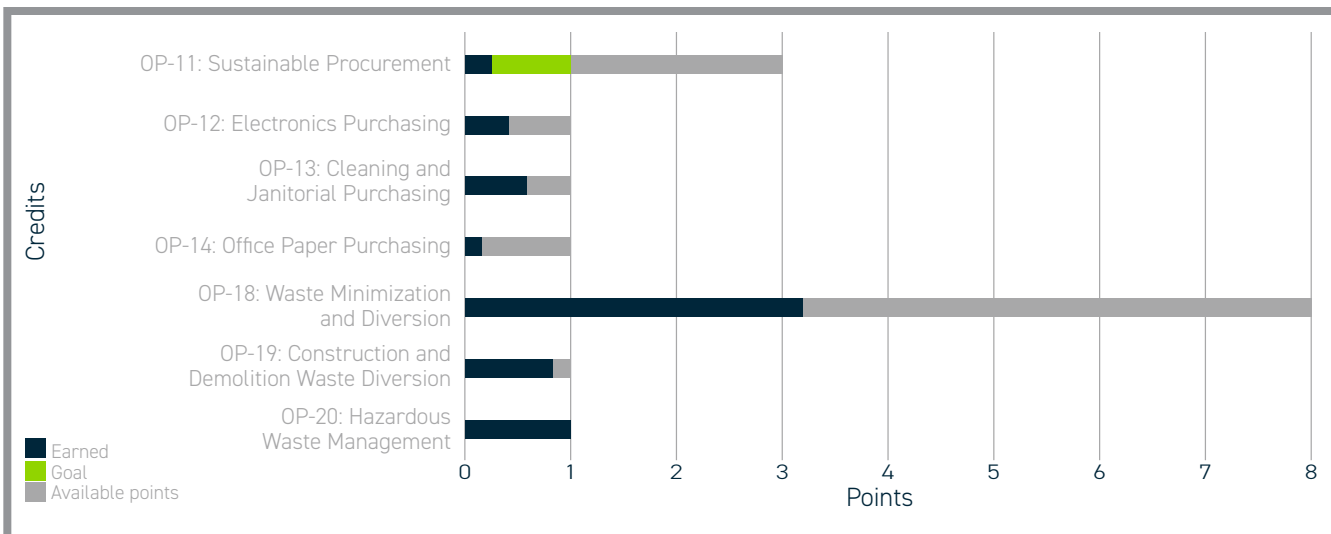
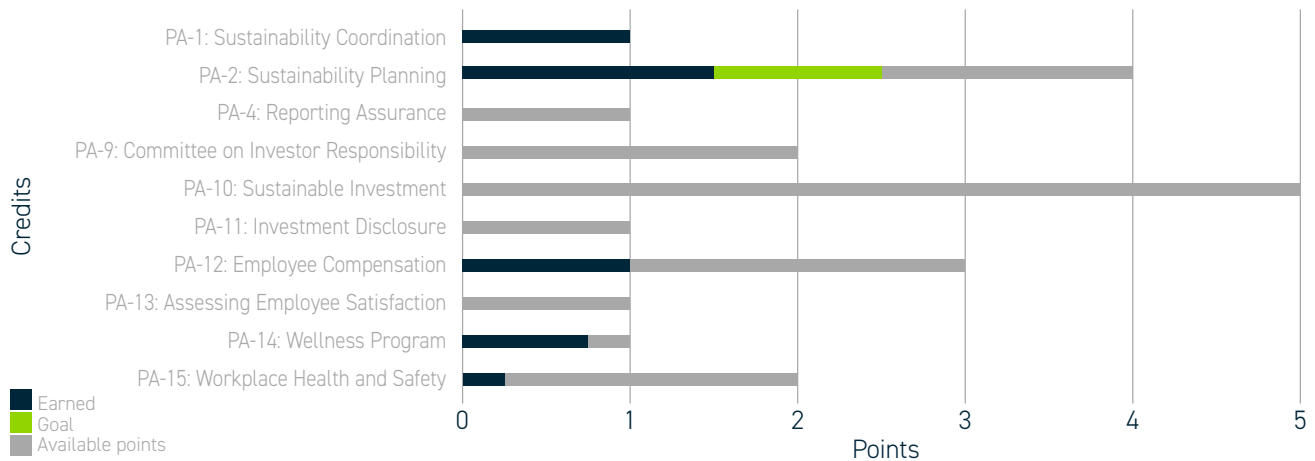
With the Planning, Design & Construction Office housing the current and past Sustainability Council Chair, goals in this area focus on further integration of sustainability into planning documents, supporting greater representation on governing bodies, and creating a more robust process for reviewing the university's STARS report.

### GOALS

1. Include sustainability in USU's strategic plan or equivalent.
2. Support a faculty representative on the Board of Regents.
3. Establish external auditing of the university's STARS report.

### METRICS

- ☐ Sustainability in university-wide plans
- ☐ Representation on governing bodies
- ☐ Auditing of university STARS and GHG reporting





# Purchasing

## BACKGROUND

USU Purchasing manages the buying from individuals, departments, and other campus organizations. However, small purchases often happen at lower levels with purchasing cards issued to individuals. University policy requires the purchase of Energy STAR equipment, but dispersed purchasing makes the policy impractical to enforce. USU has made some progress to nudge purchasers in a more sustainable direction. In 2019, purchasing added information to the university's interface with a reminder of sustainable options, and the Eco-Alts and Green Cart programs were initiated with Staples and Office Depot interfaces, respectively. The programs alert users to more sustainable alternatives to items they are considering. The goal in this area focuses on larger purchases.

### GOALS

1. **Implement life-cycle cost analysis for specific products, including energy, water, and transportation according to the guidelines in the Greenhouse Gas Reduction Final Report.**

### METRICS

- Life-cycle analysis adoption
- Recycled paper purchased
- EPEAT certified electronics

# Waste & Recycling

*Identify best practices and opportunities to reduce, reuse, and recycle materials produced or used by the USU community and to raise awareness among the campus community of the environmental and social benefits of using resources wisely.*

## BACKGROUND

USU Recycling Center most directly manages waste and recycling, although the purchasing, compost, and food diversion programs also play a role. Given recent circumstances, which have reduced the value of recycling, the goals in this section aim to reduce contamination and waste. Additionally, the city and county have implemented restrictions on single-use plastic. The university will continue to monitor new developments and work to align our work with these initiatives.

### GOALS

1. **Replace recycling bin labelling to represent new guidelines.**
2. **Encourage options to reduce mail paper waste through mass mailings.**
3. **Work with Logan City and Cache County efforts to reduce single-use plastic waste.**

### METRICS

- Recycling weight
- Compost weight
- Waste weight
- Contamination rates

# BIG TO-DO LIST

ACADEMICS	STARS	ENERGY & BUILT ENVIRONMENT	STARS
<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue Planetary Thinking faculty workshops, focusing on faculty who teach general education courses.</li> <li><input type="checkbox"/> Add additional faculty training opportunities, such as an ETE badge program and new faculty sessions.</li> <li><input type="checkbox"/> Implement sustainability criteria in the general education curriculum by 2023.</li> <li><input type="checkbox"/> Implement a pilot pre- and post-sustainability literacy and culture assessment by 2023.</li> </ul>	<p>AC-1, AC-7</p> <p>AC-1, AC-7</p> <p>AC-2</p> <p>AC-6, EN-6</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Document GHG inventory process to increase consistency and integrity.</li> <li><input type="checkbox"/> Set up a verification process for the greenhouse gas inventory.</li> <li><input type="checkbox"/> Continue with efficiency and renewable energy goals from the GHG Reduction Steering Committee Final Report.</li> <li><input type="checkbox"/> Meet all the expectations of a multi-attribute monitoring system by adding air quality monitoring.</li> <li><input type="checkbox"/> Expand the area of Facilities organically managed landscape to 10%.</li> <li><input type="checkbox"/> Transition to managing Housing landscape with university IPM standards.</li> <li><input type="checkbox"/> Audit the water lines for leaks every two years.</li> </ul>	<p>OP-1</p> <p>OP-1</p> <p>OP-2, OP-6</p> <p>OP-4</p> <p>OP-9</p> <p>OP-9</p> <p>OP-21</p>
<h2>COMMUNITY, CULTURE &amp; COMMUNICATION</h2> <ul style="list-style-type: none"> <li><input type="checkbox"/> Track intern and collaborating non-intern volunteer hours.</li> <li><input type="checkbox"/> Promote volunteer hour reporting among community-engaged learning students, student clubs, and others.</li> <li><input type="checkbox"/> Collaborate with UCC to track Student Sustainability Corps reach and participation numbers.</li> <li><input type="checkbox"/> Develop a alternative to Ecoreps.</li> <li><input type="checkbox"/> Expand building rep and Green Office Program to serve as faculty and staff peer-to-peer outreach.</li> <li><input type="checkbox"/> Target all colleges, undergraduates and graduate students, and especially underrepresented groups with Student Sustainability Grant outreach.</li> <li><input type="checkbox"/> Regularly collaborate on events and initiatives with the USU's Inclusion Office; Aggies Think, Care, Act; and organizations that support underrepresented groups.</li> </ul>	<p>EN-13</p> <p>EN-13</p> <p>EN-1</p> <p>EN-1</p> <p>EN-7, EN-9</p> <p>IN-39, IN-40</p> <p>IN-39</p>	<h2>AIR QUALITY &amp; TRANSPORTATION</h2> <ul style="list-style-type: none"> <li><input type="checkbox"/> Set goals transportation-related goals based on the improved GHG estimates.</li> <li><input type="checkbox"/> Get pedestrian and bike detours included in all construction project agreements between the university and contractors.</li> <li><input type="checkbox"/> Develop a process to evaluate and recommend campus speed limits.</li> <li><input type="checkbox"/> Pursue a bikeshare program.</li> <li><input type="checkbox"/> Invite a bike/ped advocate to attend planning meetings to advise on infrastructure as it relates to vulnerable road users.</li> <li><input type="checkbox"/> Develop improved communication of air quality conditions.</li> </ul>	<p>OP 15-17</p> <p>OP-16, IN-3 (BFU)</p> <p>OP-16, IN-3 (BFU)</p> <p>OP-16, IN-3 (BFU)</p> <p>OP-16, IN-3 (BFU)</p> <p>IN-47+</p>

# TO-DO LIST CONT'D

FOOD	STARS	PLANNING, ADMINISTRATION & HUMAN RESOURCES	STARS
<ul style="list-style-type: none"> <li><input type="checkbox"/> Track location of food purchases.</li> </ul>	OP-7	<ul style="list-style-type: none"> <li><input type="checkbox"/> Include sustainability in USU's strategic plan or equivalent.</li> <li><input type="checkbox"/> Support a faculty representative on the Board of Regents.</li> <li><input type="checkbox"/> Establish external auditing of the university's STARS report.</li> </ul>	PA-1, PA-2
<ul style="list-style-type: none"> <li><input type="checkbox"/> Track plant-based food purchases.</li> </ul>	OP-7		PA-3
<ul style="list-style-type: none"> <li><input type="checkbox"/> Host low impact dining events or promote plant-forward options in Dining Services locations.</li> </ul>	OP-8		EN-11, PA-4, IN-11
<ul style="list-style-type: none"> <li><input type="checkbox"/> Inform customers about low impact food choices and sustainability practices through labelling and signage.</li> </ul>	OP-8		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a food waste prevention system to track and improve its food management practices.</li> </ul>	OP-8		
		PURCHASING	STARS
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement life-cycle cost analysis for specific products, including energy, water, and transportation according to the guidelines in the <i>Greenhouse Gas Reduction Final Report</i>.</li> </ul>	OP-11
INCLUSION	STARS	WASTE & RECYCLING	STARS
<ul style="list-style-type: none"> <li><input type="checkbox"/> Reach a rating at or above mid-level by the Campus Pride Index.</li> </ul>	IN-4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Replace recycling bin labelling to represent new guidelines.</li> <li><input type="checkbox"/> Encourage options to reduce mail paper waste through mass mailings.</li> <li><input type="checkbox"/> Work with Logan City and Cache County efforts to reduce single-use plastic waste.</li> </ul>	OP-18
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include formal DEI responsibilities in at least one person's job.</li> </ul>	IN-39		OP-18
<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that sustainability employees complete DEI training.</li> </ul>	IN-39		OP-18, IN-32

