

Instructions:

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Complete the instructions shown in blue

Save this file to the folder mentioned above

Due date WEDNESDAY 3/31 7pm

THEME: Unexpected/Other

Evidence from interviews:

- [Cut and paste evidence from each of the coded transcripts here. Mark every quotation with the interviewee's name, title, and school, for example:](#)
- "Our plan process was really fast." – Kate Smith, Sustainability Program Mgr, Utah State University, 3/1/2021
- "If we use less electricity, if we use less water, if we use less paper, we save money." -- Stacey Baumgarn, [title], Colorado State University
- "a way we're looking at providing updates to our campus that might be more user friendly for people who don't do greenhouse gas inventories on a regular basis." -- Stacey Baumgarn, [title], Colorado State University
- "But in our greenhouse gas inventory, emissions relative to what we send to the landfill is 1% of our total." -- Stacey Baumgarn, [title], Colorado State University
- "in January of 2017 the students delivered 4000 signatures to the President of the University that said we want the university to commit to 100% renewable electricity by 2030." -- Stacey Baumgarn, [title], Colorado State University
- "when the president signed that commitment, it became a very public thing." -- Stacey Baumgarn, [title], Colorado State University
- "one of the main authors at the time, part time sustainability professional on campus who is also a grad student in the Environmental Studies program." -- Eva Rocke, Sustainability Coordinator, University of Montana
- "as a student you can get away with so much more than I can as a staff member ... You can say things and do things and take actions that we can't do sometimes because of politics and bureaucracy but at least in the way that you can probably move faster." -- Stacey Baumgarn, [title], Colorado State University
- "We like to do a variety of projects and try to spread the money around right" -- Stacey Baumgarn, [title], Colorado State University

- “it's kind of in that theme of investigative journalism it's like follow the money!” -- Stacey Baumgarn, [title], Colorado State University
- “When we measure and track the things that matter and make a difference, that helps us to prioritize those other investments be it for um how we all enjoy our campus or how best to prioritize them in order to reduce utilize expenses and reduce greenhouse gas emissions.” -- Stacey Baumgarn, [title], Colorado State University
- “a few people that have managed to figure out a way to use some percentage of their endowment funds to fund their green revolving fund. But otherwise, no one can touch their endowment anyway.” -- Stacey Baumgarn, [title], Colorado State University
- “Energy is a big part of our carbon footprint. As a matter of fact at CSU 80% of our footprint is either electricity or natural gas so we have to go after energy efficiency in a big way.” -- Carol Dollard, Energy Engineer, Colorado State University
- “we do the university greenhouse gas footprint in house, just to make sure we get consistency year over year.” -- Carol Dollard, Energy Engineer, Colorado State University
- “I would say even then I would be more inclined to develop a more comprehensive sustainability plan, rather than just a climate action plan”-- Eva Rocke, Sustainability Coordinator, University of Montana
- “It was an aggressive goal because we had a group of student activists that really wanted us to pick an aggressive goal” -- Eva Rocke, Sustainability Coordinator, University of Montana
- “most of them have entered into what's called a power purchase agreement which is where they work with an energy developer offsite some where.” -- Eva Rocke, Sustainability Coordinator, University of Montana
- “set a goal that is ambitious but do-able.” -- Eva Rocke, Sustainability Coordinator, University of Montana
- “So she calculated how much energy savings could be realized from turning the lights off in the vending stations or getting rid of them. So I think that's a strength of our climate action plan.” -- Eva Rocke, Sustainability Coordinator, University of Montana
- “It seems to me like for the document to be useful it needs to be useful to the energy manager, the sustainability director.” -- Eva Rocke, Sustainability Coordinator, University of Montana
- “students being actively engaged sort of reinvigorates the staff that were trying to work on that.”-- Peter McDonough, Program Coordinator of the Climate Change Studies Program, University of Montana
- “the plan as of 2009 is really ambitious. Of course so ambitious we never even got close to engaging it.” -- Peter McDonough, Program Coordinator of the Climate Change Studies Program, University of Montana
- “the fact that they're not in the plan does not reflect that fact that students want those things that are on a shorter time scale and are happening all the time” -- Peter McDonough, Program Coordinator of the Climate Change Studies Program, University of Montana

- “the university itself didn't make a big deal out of it, so there are whole areas of campus that don't know it exists, don't think about.” -- Peter McDonough, Program Coordinator of the Climate Change Studies Program, University of Montana
- “Centralized leadership is what I am saying you need to get a climate action plan really off the ground.” -- Peter McDonough, Program Coordinator of the Climate Change Studies Program, University of Montana
- “at UM the conversation is always happening, the awareness is there but we just can't get anything done.” -- Peter McDonough, Program Coordinator of the Climate Change Studies Program, University of Montana
- “They've also introduced mental health into the picture.” -- Peter McDonough, Program Coordinator of the Climate Change Studies Program, University of Montana
- “there was a mechanism that we could implement sustainability focused programs, the bad news is it with a private developer that wanted to make money on the construction costs.”-- Steve Nabor, CFO, Weber State University
- “We really we did a critique for the first 5 years but we haven't had any turnover in that area so we have, we have trust in that” -- Steve Nabor, CFO, Weber State University
- “that ongoing consistency of knowledge and trust to get us to where we're at right now.” -- Steve Nabor, CFO, Weber State University
- “I would say early in the process may be a little bit vulnerable, but especially with the world, what's going on with the world right now, the momentum, the university is totally embraced it.” -- Steve Nabor, CFO, Weber State University
- “partnered with Lowes. And now the Utah DEQ has taken that project on themselves.”-- Katherine Meyr, Student Sustainability Communications Coordinator, Weber State University
- “we partnered with the women's center” -- Katherine Meyr, Student Sustainability Communications Coordinator, Weber State University
- “they have a diversity and inclusion chair.” -- Katherine Meyr, Student Sustainability Communications Coordinator, Weber State University
- “Our collaboration with honors college has been really strong as well. And there's been a lot of crossover there. They do honors courses where they have special topics.” -- Katherine Meyr, Student Sustainability Communications Coordinator, Weber State University
- “WSU has two sustainability offices. One is under academic affairs and is our sustainability practices and research center. Focuses more on the curriculum development research side of things. And then my position as sustainability manager is located under administrative services and facilities management.”-- Jennifer Bodine, Student Sustainability Communications Coordinator, Weber State University
- “We have a very aggressive LED light retrofit program right.” -- Jennifer Bodine, Energy and Sustainability Office, Weber State University

- “we started implementing our efficiency projects pretty aggressively, Rocky Mountain Power actually called the University and said they wanted to come check our meter because they didn't believe that we were using that significantly less electricity than we were” -- Jennifer Bodine, Energy and Sustainability Office, Weber State University
- “we're hoping with the completion of that project we'll see an increase in our ridership.” - - Jennifer Bodine, Energy and Sustainability Office, Weber State University
- “they've asked us if we want to borrow more money because they're getting such a good return on their investment.” -- Jennifer Bodine, [title], Weber State University
- “we are moving as fast as we possibly can to transition our infrastructure without completely upending the university” -- Jennifer Bodine, Energy and Sustainability Office, Weber State University
- “STARS as you also know really focuses on diversity equity and inclusion, which has helped us move some of those social justice efforts forward more recently” -- Jennifer Bodine, Energy and Sustainability Office, Weber State University
- “natural gas is probably the biggest hurdle “--Zac Cook, Energy Manager, Utah State University
- “I think that's why our environmental health and safety office didn't put a lot of effort into the carbon data because people didn't seem interested in it in the past” --Zac Cook, Energy Manager, Utah State University

Evidence from plans:

- [Cut and paste the best evidence from plans here. Mark every quotation with a citation of the plan and the correct page number.](#)
- “Only after the University has done all it can reasonably and economically afford to do will purchased carbon credits be explored to make up the difference that remains to achieve carbon neutrality.” (Weber State CAP, 5)
- “Colorado became the first state to create an RES by ballot initiative when voters approved Amendment 37 in November 2004. The original version of Colorado's RES required utilities serving 40,000 or more customers to generate or purchase enough renewable energy to supply 10 percent of their retail electric sales by 2015. Subsequent state legislation signed in 2007 and 2010 further increased the RES and made additional changes. Colorado’s RES now requires investor-owned utilities to increase their renewable energy portfolios to 30 percent, with cooperative and municipal utilities required to increase their renewable energy portfolios to 10 percent by 2020.” (Colorado State updated plan, 33)
- “This strategy entails implementing projects to sequester carbon on university owned lands. This could include either forests or grasslands. Ongoing research at CSU show that grasslands could actually be more effective at sequestering carbon than forests.” (Colorado State CAP, 34)
- “Though some organizations might utilize a sustainability report to emphasize success and gloss over failures, we believe a frank assessment provides vital insight for moving toward our goals” (Weber State Sustainability Update, 1)

- “Mike Crowley of the University of California at San Francisco recently worked on a project where buildings were sub-metered and data collected before and after a social marketing campaign. They observed a 9% reduction in energy use that they believed was associated with their efforts” (University of Montana CAP, 23)
- “At least two universities, Utah State and California State Polytechnic University in Pomona, have implemented a 4-day work week and are thus far finding it worth while. Cal Poly estimated they have reduced their GHG emissions by 0.4%. The University of New Mexico tried a 4-day work week and found their energy consumption increased due to air conditioning needs so they stopped the program” (University of Montana CAP, 24).
- “The concept of carbon offsets may be confusing or little understood by some people and this section is an attempt to demystify the topic. We will briefly consider a working definition, utilization, history, quality issues, quality assurance, and market data” (University of Montana CAP, 51).

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.

After compiling evidence from each university’s climate action plan and interviews, a few subthemes were established based on unexpected results. The first subtheme is any unique implementation items for emission reduction that the university may have. Some of these action items include the purchase of carbon credits, carbon sequestration, CSU’s RES program, among many more. By analyzing actions that are unique to an individual university, ideas for mitigation can be developed for Montana State. The next subtheme in the unexpected/other category is any unique plan aspects gathered in either the university’s CAP or in interviews. An example of this is the University of Montana’s decision to include a section describing what carbon offsets are and how they function. Any distinctive plan aspects could aid MSU in developing their next climate action plan. Finally, advice from universities to MSU gathered in interviews is compiled in the unexpected/other section.

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.*

Overall, the unexpected or other section addresses results that were not included in our initial set of criteria. A lot of these data are not necessarily involved with the other themes present in

the report, but should still be included as they provide value in answering unexpected questions.