

# University of Louisiana at Lafayette

## Detailed Assessment Report 2015-2016 Sustainability Office

As of: 11/22/2016 02:29 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

### Goals

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#### **G 1: The advancement of understanding of sustainability principles and practices in our community and region**

Our goal is for the entire University community to become more aware of our impacts on the environment and our community, at the institutional level and at our own personal level. We fully believe that in doing so, we will all become more conscientious and responsible, and the University will become stronger and more resilient.

#### **G 2: Comprehensive integration of sustainability within our own University operations, curriculum, and research**

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### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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#### **SLO 3: Objective 3: Facilitate the development and expansion of academic offerings related to sustainability**

As an institution of higher learning, the University is committed to educating the next generation of students on the conservation and wise-use of natural resources and the core principles of sustainability. Environmental issues such as climate change, soil and water scarcity, sea level rise, coastal land loss, education in developing countries, energy demand, loss of biodiversity, population growth, and food security will impact all citizens and economies. These issues are no longer recognized as discipline-specific but, rather, trans-disciplinary. In its endeavor to produce informed citizens and expert professionals capable of integrating one's training into a multifaceted workforce, certain core curricula at the University will include this trans-disciplinary model to train students on environmental, social, and economic sustainability. This can be accomplished by integrating sustainability principles into current course curricula and related academic departments, creating a trans-disciplinary sustainability minor, and facilitating internships and service learning courses that advance sustainability principles.

Basic and applied research at the university level, and concomitant involvement in mulch-institutional initiatives, are essential to the advancement of sustainability practices in Louisiana and similar communities worldwide. University support for innovative trans-disciplinary research programs in the sciences and engineering, architecture and design, sociology and humanities, and business and finance will be necessary to inform campus operations, support the broader community, and advance the body of knowledge.

#### **Connected Document**

[Sustainability Course List](#)

#### **Relevant Associations:**

**General Education/Core Curriculum Associations**

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- 1.3 Speak cogently in presenting information.
- 2.1 Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences.
- 2.2 Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.
- 5.1 Use mathematical methods and models to solve quantitative problems and to communicate solutions effectively.
- 5.2 Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about "real-world" situations.
- 6.1 Search electronic sources for information.
- 6.2 Collect, evaluate and utilize retrieved data to advance arguments.
- 6.3 Communicate through electronic media.

### Related Measures

#### **M 3: Develop proposal for Minor in Sustainability Leadership**

The primary task assigned to the Curriculum Committee of the President's Council on Sustainability is to develop a Minor in Sustainability Leadership.

Source of Evidence: Curriculum/syllabus analysis of course to program

#### **Connected Document**

[Sustainability Leadership Minor](#)

#### **Target:**

Finalize Minor by Fall 2015 semester

#### **Finding (2015-2016) - Target: Partially Met**

The final approval of the Sustainability Leadership Minor stalled in the Fall of 2015. The Dean's Council required the addition of an "Intro to Sustainability" class for the minor. A subcommittee on the President's Council for Sustainability was assigned the task of proposing the curriculum for the class, but were not able to complete the effort and asked to reassign it to another committee member.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Finalize the Sustainability Leadership Minor**

The Sustainability Leadership Minor effort was originally spearheaded by Dr. David Yarbrough, Michael McClure, Dr. Sarah Ritchey, and I. We are familiar with the proposal and the challenges of getting final approval.

Dr. Yarbrough has agreed to take up the effort again this academic year.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Develop proposal for Minor in Sustainability

Leadership | **Outcome/Objective:** Objective 3: Facilitate the development and expansion of academic offerings related to sustainability

**Implementation Description:** Develop intro course and get approval to offer the course.

**Responsible Person/Group:** Dr. David Yarbough and Gretchen Vanicor

#### **SLO 4: Objective 4: Establish sustainability outreach and awareness strategies and programs**

The founding initiative of the Office of Sustainability was the Geaux RED recycling program. This program was extremely successful in institutionalizing recycling for faculty and staff. In order to increase awareness about the multifaceted issues regarding sustainability, we need to expand our initiatives and communication efforts.

##### **Connected Documents**

[Example of News letter](#)

[Example of Newsletter Cover](#)

[Green Guide](#)

##### **Relevant Associations:**

###### **General Education/Core Curriculum Associations**

3.3 Create engaged citizens.

##### **Related Measures**

###### **M 4: Expand Fete de la Terre**

Prior to 2014, Fete de le Terre was primarily a one day, usually coinciding with Earth Day, exposition of local and regional organizations involved in some area of sustainability. In 2014, we expanded the it to include installations, lectures, and a canoe trip.

Source of Evidence: Administrative measure - other

##### **Connected Document**

[SWAP Shop Guidelines](#)

##### **Target:**

This year we aim to build upon that model to include events or installations that address multiple areas of sustainability, including river pollution from litter, transportation, food systems, and waste reduction.

##### **Finding (2015-2016) - Target: Met**

Our Fete de la Terre week was possibly our most successful yet in terms of attendance and student engagement. This year we devoted an entire day to biking on campus, and let the Geaux Bike student organization really take the lead in planning the events for the day. We had a bike rodeo for students to gain confidence in their biking skills and encourage hand signal use. Students were allowed to use the new Geaux Velo bikes for the rodeo. They also partnered with Hub City Bicycles to do a free bike repair workshop, and the Campus PD set up a station to talk about bike safety and registration. We had more than 150 students participate. They finished the day with an organized bike ride to Festival International.

Throughout the week we had several other events that engaged and informed our students, faculty, staff, and community. We partnered with Rec Sports to organize a paddle trip down the Vermilion. We partnered with CGI to collect

electronic goods to be properly recycled. We worked with the Biology Society, AmeriCorps, and the Grounds Department to install a new bioswale between Wharton Hall and Burke-Hawthorne.

Finally, our Fete de le Terre Expo was a great success. We served jambalaya to 500 people, so we expect at least 600 attended at some point.

#### **Connected Documents**

[Bike Day during Fete de la Terre Week](#)  
[Biology Society Recycling Table during Fete de la Terre](#)  
[Bioswale Project for Fette de la Terre](#)  
[Electronic Waste Collection during Fete de la Terre](#)  
[Fete de la Terre 2016 Schedule](#)

#### **M 5: Utilize social media to increase awarenss of Office of Sustainability and its initiatives**

Existing Facebook and Twitter accounts were rarely used before 2014. In 2014, we started daily posts on facebook and linked the facebook and twitter accounts. Both accounts have grown. We will also establish a Pinterest account to access more content that would be popular with the targeted groups.

Source of Evidence: Activity volume

#### **Connected Documents**

[Demographics of Facebook followers](#)  
[Increase in facebook likes](#)

#### **Target:**

Increase number of followers and volume of posts, expand topics, and include information from pinterest

#### **Connected Documents**

[Demographics of Facebook followers](#)  
[Increase in facebook likes](#)

#### **Finding (2015-2016) - Target: Met**

During the assessment period we expanded our followers on Facebook from 865 to 1,094 likes. We have started posting on a near daily basis with the use of scheduled posts. We had six posts that reached more than 1,000 people on Facebook. Of those, the most popular, third, and fourth most popular were about the Football Gameday Recycling Challenge, with 15.4K, 8.7 K, and 4.2 K reaches respectively. The second most popular post was an impromptu post about our efforts to plant more fruit trees on campus. We had a peach tree with a ripe peach, and I took a pic and the post went viral, with a total reach of 9.8K. The post was later recreated and posted by the main University page where it also went viral. This post also lead to our highest day in new "likes". The other two posts that went viral were about stormwater management (1.9 K), and the upcoming NRG Energy Lab (2.1 K). The wide variety of topics shows that expanding posts beyond just recycling and simple do's and don't is helpful for expanding our reach.

#### **Connected Document**

[Example of online resources](#)

#### **M 6: Integrate Sustainability initiatives into campus traditions**

There are many opportunities that exists on campus in the academic year that should be leveraged to include sustainability principles.

Source of Evidence: Activity volume

### Connected Documents

[Yardwork Image](#)

[Yardwork Image #2](#)

#### Target:

Integrate sustainability principles into SOUL Camp service projects, The Big Event, athletic events, and Campus Cleanup

### Connected Documents

[Yardwork Image](#)

[Yardwork Image #2](#)

#### **Finding (2015-2016) - Target: Met**

During the assessment period, The Office of Sustainability organized service sites for two SOUL Camp Service Days, one more than the previous year. This gave us the opportunity to get 120 more students involved in community service from a sustainability perspective.

We also worked with LCG to organize the litter letter project for The Big Event again this year, removing litter from the road and showcasing it to the community, while also changing students' behaviors.

The Office of Sustainability is now the primary office the Student Government Association works with to plan and implement the annual Campus Cleanup.

Recycling is now a standard operating procedure for football, softball, and baseball. We use the video boards and student volunteers to help inform fans about our goals for waste reduction.

### Connected Documents

[2016 Campus Cleanup](#)

[AmeriCorps Tailgating](#)

[Campus Cleanup 2](#)

[Employee Appreciation Week Bike Rodeo Course Map](#)

[Litter Letters from 2015 Big Event](#)

[The Big Event Litter Pick up locations](#)

## Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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### **O/O 1: Objective 1: Formalize Strategic Sustainability Plan**

The University Sustainability Policy was approved by the University Council and signed by President Savoie on October 27th, 2014.

The policy is a strong commitment to ensuring we fully embrace our environmental, social, and economic responsibilities and prepare each student for success as a globally responsible, productive citizen committed to environmental stewardship.

The policy provides a directive to establish a comprehensive sustainability plan for our future operations. This plan will establish goals with defined timelines in six areas of our operations: energy and ghg emissions, the natural and built environment, campus operations, education and research, health and well being, engagement and leadership.

### Connected Documents

[Emissions Survey](#)

[Sustainability Course List](#)

## Related Measures

### **M 1: Completion, Implementation, and STARS**

This outcome will be measured by its completion, implementation, and finally our STARS assessment will track our progress in each of the areas of the plan.

Source of Evidence: Evaluations

#### **Connected Document**

[2015 Progress Report for President Savoie](#)

#### **Target:**

Finalize outline of strategic sustainability plan by June 30, 2015

#### **Connected Document**

[Draft Plan](#)

#### **Finding (2015-2016) - Target: Partially Met**

The initial of the Strategic Sustainability Plan was completed in Spring 2016. It was reviewed by the President's Office, Office of Vice President of Research, Innovation, and Economic Development, Office of Facilities Management, and Office of Human Resources. A second draft has been reviewed again by the Office of Facilities Management to ensure the the goals and objectives are feasible.

The third draft will be reviewed by the President's Council on Sustainability on October 20.

### **Related Action Plans (by Established cycle, then alpha):**

#### **Finalize Comprehensive Sustainability Plan**

The Comprehensive Sustainability Plan needs to be finalized by December 31, 2015. We are in the process of self-assessing ourselves based on the STARS reporting system. This self-assessment is helping us define areas of improvement and opportunity.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Completion, Implementation, and STARS |

**Outcome/Objective:** Objective 1: Formalize Strategic Sustainability Plan

**Implementation Description:** Finalize STARS self-assessment by November 20, 2015. We are not submitting at this time. We are using this tool to better define the areas we need to improve and specifying those areas in the plan. The plan will then be finalized in our office by December 10, 2015.

**Projected Completion Date:** 12/2015

**Responsible Person/Group:** Office of Sustainability and President's Council on Sustainability

#### **Final Draft Review**

The Strategic Sustainability plan needs to be finalized before the start of 2017.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Completion, Implementation, and STARS |

**Outcome/Objective:** Objective 1: Formalize Strategic Sustainability Plan

**Implementation Description:** The third draft of the Strategic Sustainability Plan is scheduled to be introduced the President's Council on Sustainability on October 20. The Council will be given two weeks to provide feedback. DUE: November 3 The Council will meet again on November 17 to review the final draft of the plan. If the Council approves it will be sent the University Council for their approval.

**Responsible Person/Group:** Gretchen Vanicor, Director of Sustainability and President's Council on Sustainability

**Additional Resources:** The Office of Facilities Management is reviewing the costs associated with implementing the some of the operational changes suggested in the objectives of the Strategic Sustainability Plan.

## **O/O 2: Objective 2: Emphasize Zero Waste principles in our handling of resources**

To reduce the volume of solid waste associated with all of our operations

**Connected Document**

[E-Cycle Progress](#)

**Relevant Associations:**

**General Education/Core Curriculum Associations**

3.3 Create engaged citizens.

**Related Measures**

### **M 2: Increase access to recycling on campus for students, faculty and staff**

Many students are unaware of our recycling efforts on campus.

At the end of December 2015, we had 4 outdoor recycling and only the Library Step labs were outfitted with recycling bins. Additional bins will not only increase access to recycling, but also increase awareness as it becomes ubiquitous.

Source of Evidence: Existing data

**Target:**

1. Expand "Geaux RED" to include a broader view of waste reduction options
2. Implement Recycling Program at athletic events
3. Reduce amount of waste associated with campus moveout
4. Locate recycling bins in prominent public areas - The U and Dupre Library

**Connected Document**

[Waste and Recycling Progress](#)

**Finding (2015-2016) - Target: Partially Met**

1. We have expanded Zero Waste to include many more waste reductions efforts, including:

- Ink cartridges
- Office Supplies
- Food waste



- Elimination of styrofoam from dining services
- reusable grocery totes
- electronic waste recycling
- green waste from campus grounds
- old mattresses from Campus Housing

2. Recycling has been fully implemented at Football, Softball, and Baseball. We have not expanded to track, men's or women's basketball, volleyball, or tennis.

3. Through Goodwill, not Landfill and recycling efforts, we have significantly reduced our landfill waste associated with campus move-out in the spring. We also diverted 200 mattresses from the landfill by getting approval to send them to a mattress recycling center.

4. Recycling bins have now been located in The U, Dupre Library, and 8 academic buildings.

### Connected Document

[Bin Phasing Map](#)

### Related Action Plans (by Established cycle, then alpha):

#### **Increase recycling access to students**

We have found that with increased access to recycling bins, our diversion rate has improved. We need to continue increasing access to recycling bins in building lobbies, student housing, and outdoor areas.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Increase access to recycling on campus for students, faculty and staff | **Outcome/Objective:** Objective 2: Emphasize Zero Waste principles in our handling of resources

**Implementation Description:** Increase recycling bin access to a minimum of 50% of building lobbies. Provide small "multirecycler" bins to common room in residential hall suites. Increase outdoor recycling bin access to parking towers, The Rose Garden, Baker/Huger, and Hebrard Boulevard.

**Projected Completion Date:** 06/2017

**Responsible Person/Group:** Building Lobbies: Gretchen Vanicor  
Housing: Jules Breaux and Maylen Aldana Outdoor: Mike Hess

**Additional Resources:** We have a grant that will cover the costs for

## Analysis Questions and Analysis Answers

### **How were assessment results shared and evaluated within the unit?**

The Director of Sustainability meets with the President's office to give, at minimum, monthly updates. The overall assessment results are shared with the President's Council on Sustainability at semester meetings.



**Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?**

Finalizing the Sustainability Plan was a the only action plan for this cycle. There was definitely measurable efforts, though it was not completed as planned.

Developing a comprehensive sustainability plan that encompasses all of our operations - from facilities management, to research and curriculum, to student and community engagement - was a much larger task than anticipated. We decided that the plan, which will now get us through June 30, 2020 required proper research, attention, and effort. We studied many universities who are in their second generation of sustainability plans, as well as fully utilized the S.T.A.R.S. Technical Manual to fully develop a draft. This draft was then reviewed by multiple department and division heads through the spring 2016 semester and the summer. It was introduced to the President's Council on Sustainability on October 20. The first round of reviews is due Friday, November 4, with a goal of launching the plan in January 2017.

While we did not complete it in the timeframe we originally expected, we believe we have a better plan now than if we had rushed out a document to fulfill the deadline we set.

**What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

I learned that our original deadline for developing a comprehensive sustainability plan was unrealistic with 1 FTE. We're happy to see our role expand into student engagement, research activities, and curriculum development, as well as the addition of the Geaux Velo Bikeshare program, but these additional activities have delayed the completion of the plan because we could not devote the necessary time to properly research precedents, assessment criteria, and out current state.

We are definitely expanding our reach and increasing awareness with greater involvement in student engagement activities, like leading student organizations, planning service projects for all of the SOUL Camp service days, and being a part of events like Cajun Connection. Our social media use, newsletters, and improved website has also provided the university community with more resources.

The Geaux Velo bikeshare is exciting and a great addition to the campus. However, the management of the system requires much more than we expected. During the summer, when we were down to only one FTE and one grad student, managing the system required much more time than I can really devote to it.