

# **SUSTAINABILITY**

A priority of the  
**21<sup>ST</sup> CENTURY CAMPUS INITIATIVE**

## **University of Washington Bothell**

**Report of the Sustainability Task Force**  
**Prepared for Vice Chancellor Susan Jeffords**  
**May 18, 2009**  
*Revised August 13, 2009*

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## **University of Washington Bothell**

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## INTRODUCTION

Sustainability is one of seven priorities of UW Bothell's 21<sup>st</sup> Century Campus Initiative and resonates with the aspirations of the UW Bothell community. Sustainability offers the promise to inspire our work and, in practical terms, to distinguish UW Bothell and to both drive and steer our growth.

This task force was charged to focus on environmental sustainability. We did not address other aspects of sustainability as articulated in the 21<sup>st</sup> Century Campus Initiative, although we discussed the connections and we hope this is clear in various places in this report.

This is an exciting moment for sustainability at UW Bothell. While individuals and departments have been working on many outstanding projects, until now there has been no centralized leadership, planning, focus, support, or publicity that is needed to make sustainability a signature identify element. In preparing this report, we discovered that even on this small campus, people do not necessarily even know about each other's work.

This report therefore offers a high-level strategic plan for making sustainability a signature identity element of UW Bothell. The opportunities we see are both internal and external. In this task force's work, we learned how important sustainability is to many present faculty, staff, and students, and we believe that sustainability will aid in recruiting and retaining all three groups. Moreover we live in a region in which these values are important, and for sustainability to be a successful theme for UW Bothell, we must both lead and be responsive to what external constituencies, including future students, regional business and other organizations, and potential supporters (legislators, donors) want and will respond to.

Achieving our sustainability vision can occur only via a strategic combination of leadership, organizational structure and coordination, publicity, and targeted financial and human resources. The following report sections present the task force's thoughts on the roles of stewardship, teaching, research, student life, and university-community partnerships.

Becoming known for sustainability is a big goal. Many universities have the same goal. None of this will come easily or without tradeoffs. From when this task force was first formed, we realized we were entering a time of increased resource constraints, which condition has become more severe. Moreover, as we move forward there will be competing ideas about priorities among sustainability initiatives and disagreements about items as basic as the definition of sustainability. To achieve this vision, we need to plan carefully.

Although this report can be no more than a first step, we have prepared it to be used as an active tool in the context of the 21<sup>st</sup> Century Campus Initiative. If UW Bothell's sustainability initiative is to be successful, we have to a) solidify support, b) build on what we are doing already, including coordinated publicity for our achievements, c) undertake major new initiatives, d) continually reinforce the importance of sustainability to the campus mission, and e) measure and be transparent with regard to our progress, which includes being open to criticism and even questioning basic assumptions.

## VISION, CORE VALUES, AND CAMPUS CULTURE

### A Vision for Sustainability at UW Bothell

UW Bothell will have a distinctive reputation for sustainability, both regionally and nationally. This reputation will be based on a synergistic combination of a unique campus-wide culture of sustainability along with significant, distinctive, tangible accomplishments in environmental stewardship, research, curriculum, student life, and university-community partnerships. Our culture, accomplishments, and reputation will generate excitement and create opportunities that will attract students, faculty, staff, external funding, and community partners.

- As a campus, UW Bothell will serve as a model for sustainable practices in higher education specifically and for larger organizations generally. UW Bothell operations, grounds, facilities, and new buildings will be a model for environmental stewardship. Visitors will come to campus specifically to learn about best practices and to see sustainability in action.
- Students will come to UW Bothell because of academic programs that focus on sustainability, as well as our culture and model of environmental stewardship. They will graduate with degrees and an education that will be valuable throughout their careers and allow them to take leadership positions in sustainability.
- Research and other scholarly endeavors produced at UW Bothell will be respected by peers and contribute to both the expanding body of sustainability knowledge and well being of the region and beyond.

UW Bothell will be a critical node in local, regional, and national networks of individuals and organizations that are seeking to create and disseminate knowledge about best practices. Our contribution to these networks will be through discovery, convening, addressing tough problems, and aiding in implementing solutions.

UW Bothell will have distinctive strengths in sustainability that complement strengths at UW Seattle. For some areas, what the UW as a whole is known for will in fact be activities at UW Bothell. The UW Bothell campus and specific programs will partner with the UW College of the Environment for degrees and projects that will feature and enhance the reputation of UW Bothell for sustainability.

Sustainability at UW Bothell will be distinctive due to three elements:

- Commitment to discovery, transparency, and adaptation. Supporting a climate in which critical assessment, measurement, and data-driven analyses are central to all elements of our sustainability initiatives: stewardship, teaching, research, student life, and university-community partnerships.
- Holistic nature. Integration of sustainability efforts in campus operations and facilities and university-community partnerships with research and curriculum.
- Broad perspective, agenda and involvement. Drawing widely from disciplines, ranging from environmental sciences to art. Addressing a full spectrum of sustainability issues and opportunities, ranging from regional economic development via sustainable business and clean technology, to K-12 students touring campus, to working with underrepresented and underserved populations.

## Core Values and Campus Culture

We endorse a broad approach to involving many in the campus community in exploring values and cultural perspectives. “Sustainability” itself, though a highly contested term, seems to designate or suggest values that we feel resonate with both the campus community and much of our region. Hence, these values can and should be addressed explicitly in our strategies for stewardship, teaching, research, student life, and partnerships.

### **Recommendations**

- Encouragement vs. compliance. UW Bothell should devise various ways to encourage responsibility for sustainability rather than promote mere compliance.
- Core values. Recognizing the many dimensions of value, integrate broad sustainability values into the overall pattern of campus culture from the start. Consider aesthetic, artistic, economic, instrumental, political, social, spiritual, environmental and human value.
- General assumptions. Explore the notion of culture that involves ways that humans or groups of humans view their daily lives in light of general assumptions about human beings, society, nature and human-nature relationships, and the future.
- Diversity. Reach out to diverse cultures and traditions with issues of sustainability, particularly since we have increasing numbers of campus representatives of multiple cultures.
- Responsibility. Investigate a distinctive commitment to environmental well being of future generations, other species and ecosystems (e.g., salmon, orcas, Puget Sound, North Creek). Look at the possibility of targeting a subset of internal grant programs, such as the SAF or UW Bothell-sponsored events, recommend that application for such address such as impacts sustainability issues.

In addition to the above dimensions of culture, it is important to note that in most conceptions the term “culture,” in addition to designating a domain of human interaction over time, also indicates how groups engage matters of significance. We believe UW Bothell should encourage a wide range of such means in order to fully explore the meanings of sustainability and how people might most effectively respond to issues of environmental responsibility and justice.

## ELEMENTS OF A DISTINCTIVE, SUSTAINABLE CAMPUS

### Stewardship in Facilities and Operations

Sustainability is already embedded in the very core of the facilities and operations practices, procedures and policies throughout the University of Washington Bothell. Our staff has been innovative and thoughtful in the development of this campus and continues to be as new opportunities present themselves.

Nevertheless, the task force found that the general level of awareness is much lower than the level of our actual accomplishments. We have a great opportunity to develop a reputation for environmental stewardship, just with what we are doing now, to say nothing of our plans. But this is not likely to happen unless we publicize what we are doing in a coordinated and thoughtful way. We believe this reputation is important because students increasingly want to come to a university that is serious about practicing environmental stewardship, just as faculty and staff want to work for a university that reflects their personal values.

In moving forward, we need to realize and discuss in the campus community that reducing environmental impacts is not only the responsibility of Facilities as a department, but of every individual and unit. While the values and culture, as described above, will hopefully guide individual behavior, UW Bothell should consider policies for environmental stewardship that apply to every department or program that uses resources, purchases equipment or supplies, sets up and runs events, etc.

In reviewing existing facilities and operations through the lens of sustainability, we have considered areas for increased sustainability throughout campus. This ranges from purchasing of paper we use every day to future buildings. The following is a summary of our recommendations for facilities and operations. Several of these things are happening at this time, but need to have continued support.

Environmental stewardship practices in facilities and operations are an opportunity for research and class projects addressing existing practices and possible alternatives. This would be the embodiment of what the vision section above describes as distinctive about UW Bothell's commitment to sustainability: holistic and committed to discovery, transparency, and adaptation.

### **Recommendations**

- Organizational structure. Establish a Sustainability Oversight Committee, Office, or Group with broad campus representation with the responsibility for evaluating institutional initiatives for sustainability, providing sustainable solutions, and implementing other task-force recommendations.
- Responsive to future research. Design research and class projects that address scientific, organizational, and cost aspects of existing practices and alternatives.
- Transportation. Encourage strong participation by staff and faculty in the UPASS program, bicycling commuters and the recent addition of hybrid motor pool UCAR's. Increase participation and usage of the UCAR fleet and videoconferencing. Establish electrical ports for recharging electric vehicles, designated scooter parking

and a pilot program for U-PASS which is a \$0 cost to the user. Replace large vehicles with more efficient and sustainable technologies, as needed. Increase promotion of transportation options to students and monitor success.

- Green Purchasing Policy and Event Planning Guide. Develop green purchasing policy. Develop a Green Purchasing/Procurement Guide to assist in identifying sustainable vendors and products. Develop an Event Planning Guide to assist in producing sustainable events. Develop a reduction-of-use target that will be monitored and evaluated.
- Continued Campus Outreach. Continued to participate in many classes, research projects and community outreach programs. Provide outreach to Pre K and elementary schools providing tours of the worms and wetlands.
- Water Measures. Consider adding rainwater catchment tanks for irrigation and compost tea brewing and repurposing irrigation water rights for in-stream flow for enhancement of salmon habitat. Consider alternatives for using reclaimed water.
- Buildings. Assess existing buildings and seek out LEED EB (Existing Building) certification. Consider retrofitting to 1/8 gallon per flush urinals. Conduct an energy audit and recommend energy usage improvements. Exceed LEED Building Silver certification for new buildings. Optimize technology and/or energy saving measures with lighting and heating as well as water saving measures in order for our new buildings to be distinctive and be showpieces throughout the country.
- Energy Savings. Approve the purchase 100% Green Power from Puget Sound Energy and continue to participate in their Load Control Pilot Program. Continue to use GA's Energy Saving Performance Contracting for Energy Projects. Adjust all classroom, common area and office heating set points to 68 degrees and cooling set points to 76 degrees. Seek out sustainable pilot projects.
- Information Technology. Recommend a power management solution for computer workstations. Investigate and recommend innovative solutions for a more power-efficient campus data-center. Work with academic programs and departments that maintain individual labs or data centers to review power consumption, water consumption, and purchasing guidelines. Purchase of new computers and related equipment should be e-peat and energy star products whenever available. Printing in all offices should be defaulted to double-sided. Consider purchasing practices for duplex and network printers. Work with Dawg Prints to make printing consistent on the UW Bothell campus.
- Food. Provide greater options that are sustainable. Consider a farmers market on campus, a student run café with in season, local and organic food offerings, community garden, and provision of healthy food options in vending machines.
- Plastic Water Bottles. Consider a reverse osmosis system for each building or other ways to provide pure water for refilling reusable water bottles.
- Recycling/Composting. Increase the number and uniformity of recycling receptacles across campus, specifically in the promenade and providing clear and distinct recycling labels. Investigate new composting technologies and infrastructure needs as our demand for recycling increases.
- Vegetation Management. Purchase of goats to be housed here on campus in order to create a continuous non-native vegetation removal program. Consider the protection of the 1 acre+ contiguous stand of mature trees in the campus uplands except for reasons of safety and security.
- Campus Master Plan. Review and possibly modified the Campus Master Plan to reflect our newly emerging goals for the campus environment.

## **Academic Programs and Curriculum**

The character of any university is in large part defined by what it teaches, its dominant pedagogical methods, and how it develops its curriculum. With new leadership and a need to accommodate dramatic enrollment growth, the UW Bothell community took the opportunity last year to redefine the kind of university we wish to become via the reflective process that generated the 21<sup>st</sup> Century Campus Initiative. It follows that our collectively identified priorities should be manifested in our curriculum. This is particularly the case with our stated desire to become leaders in sustainability education. Infusing sustainability principles and practices across our curriculum will help us generate the kind of new programs and courses that will make us distinctive and attract both students and new faculty members.

An element of being distinctive in academic programs will be developing distinctiveness within the University of Washington at large. The notion of the three-campus university continues to take shape, and sustainability increasingly is playing a central role in each campus's curriculum. Therefore, having sustainability classes and programs—and even across the curriculum initiatives—will not be sufficient to distinguish UW Bothell.

UW Bothell should adopt a strategy to develop distinctive programs and strengths in sustainability that complement strengths at UW Seattle. UW Bothell faculty have expertise and interest in program development in several areas—such as climate science, sustainable business, and renewable energy—in which UW Seattle does not have degree programs. This situation creates opportunities for UW Bothell to establish programs that draw upon the strengths of the entire UW, and for these programs, what the UW as a whole is known for can in fact be activities at UW Bothell.

The objectives associated with infusing sustainability across the UW Bothell curriculum reach beyond introducing students and faculty to sustainability concepts and controversies. A fundamental ideal of sustainability is to foster empowerment of individuals. Accordingly, efforts to make sustainability education a hallmark of the UW Bothell experience should recognize the importance of pedagogical approach. Courses, classes, projects, and programs oriented around sustainability should embrace reflective, open discussion, debate, service partnership, independent research, and co-learning approaches. This approach allows us to engage with sustainability as an emerging concept and social movement. It is not based in any one discipline, nor is it a “canon” that can be readily passed down as some recognized body of knowledge. Sustainability as a field of study and focus for policy, advocacy, science and art is transdisciplinary and, given its global significance, we need to foster pedagogical formats that enable students to play a pivotal role in this conversation.

Another objective of enhancing the teaching and learning of sustainability at UW Bothell is to nurture a next generation of leaders who will be agents of positive change. At its most basic, the sustainability agenda is to foster changes in the human enterprise such that future generations of the planet's denizens will have an improved or undiminished opportunity for well being. As this will likely require some profound changes in cultural values and lifestyles, we cannot simply offer a few sustainability electives and expect to have the desired impact in the world or expect to be recognized as leaders in sustainability education. We must move beyond “preaching to the choir” of students already interested in environmental and social

justice issues and develop educational opportunities and events that can reach all students in all programs.

## Recommendations

- Freshman and Sophomore Curriculum. Explore ways of incorporating sustainability themes, projects and pedagogical approaches into the freshman and sophomore curriculum, as well as into individual courses.
- Support for high visibility initiatives. Continue to develop and explore opportunities to “put UW Bothell on the map” for excellence and innovation in sustainability education. An example is the current “Growing Sustainability” project that has received support from the Washington Center.
- Distinctive programs. Explore the development of interdisciplinary degree programs that are distinctive within the University of Washington, such as climate science and policy, sustainable business, and renewable energy.
- Cross-program faculty collaborations. Develop new interdisciplinary, sustainability-oriented courses and connections.
- Workshops. Offer faculty and staff development workshops on sustainability teaching, student-based research, and community partnerships.
- Projects. Establish long-term sustainability projects that can accommodate student participation in multiple courses and programs.
- Shared experiences. Generate campus-wide shared experiences that emphasize sustainability concerns and connect to courses.
- Practical experience. Foster opportunities for student experiences in sustainability across the curriculum through internships (e.g., endowed internship idea under community partnerships section), data-driven studies of campus sustainability initiatives, internships with our own facilities unit, etc.
- Outreach. Enhance the capacity of UW Bothell faculty and staff to conduct outreach and education in secondary schools that includes teaching and projects addressing sustainability issues.
- Resources. Provide the institutional organization and resources needed to foster forward movement on the initiatives outlined above.

## Scholarly Research and Creative Activity

Sustainability issues offer a particularly rich set of opportunities for engaged research and creative activity for faculty, students, and community partners. We recognize the importance of crafting a distinctive research profile regionally, nationally and internationally, and that our best strengths are the interdisciplinary and community-driven focus of the campus. To that end, we suggest that clear framing of broad-based research and creative activity as well as specific technical projects not available elsewhere will best situate us to respond to diverse stakeholders in university life. We recommend that UW Bothell endorse, recognize and support the investigation of sustainability through faculty and student engagement in many forms of research, scholarly and creative activity.

### **Recommendations**

- Catalog. Develop and maintain an inventory, prominent on the UW Bothell web site, of scholarship and creative activity related to sustainability.
- Signature. Develop a set of mechanisms that lead to best practices on: 1) how to recognize and respond to opportunities on campus, in the community, and between campus and community; 2) exploring diverse research methods and ways of generating impact through research; and 3) investigating how to make the community-driven emphasis both rigorous and accessible.
- Resources for Sustainability Research. Leverage a campus-level sustainability theme for research funding and training by providing dedicated resources through the Office of Research Support.
- Applied Research. Extend present research efforts, and develop new areas of concentration by funding for projects and centers. Support areas of applied research such as sustainable business, applied energy research, life cycle analysis, and vulnerability assessment.
- Inquiries. Draw from traditional scholarly approaches such as history, philosophy, literary arts and sciences, as well as continue to build upon strengths in Environmental Studies, Environmental Science and restoration ecology.
- Interdisciplinary Efforts. Utilize methods and means of communication not restricted to any one specialization, but that draw upon rich possible combinations of programs on our campus.
- Explorations of sustainability issues through connections with local and regional communities, including research based in civic engagement and participation, and contributions of university-based research to planning.
- Development of venues of artistic creation and production, exhibits, performances, and uses of contemporary media to articulate and express environmental concerns and foster occasions for experiences and discussions of sustainability.
- Research into and publication about the scholarship of teaching and learning in relation to sustainability.
- Innovation. Emphasize seeding innovation and excellence in order to build an international reputation in sustainability research and scholarship.

We recognize the problem that many of these endeavors do not necessarily fit into "traditional" definitions of research, and we therefore need to address faculty career concerns.

## **Student Life**

As sustainable practices infuse the curriculum and facilities, sustainability should also play a role in the co-curriculum to provide a seamless education for our students. There are a number of initiatives in which student affairs is currently engaged that demonstrate a commitment to both modeling to students and educating them about sustainable issues. These are included in the inventory of current activities. Looking forward to the next five years, we recommend the following be implemented to further student affairs' connection to sustainable initiatives.

### **Recommendations**

- Sustainable Learning-Living Program. Implement into student housing once it comes online.
- Student Leadership Awards. Recognize students for sustainability efforts.
- Services and Activities Fee (SAF) Committee. Urge student government to create by-laws that require consideration of sustainable practices in student government sponsored events. Should consider sustainability impacts of proposed projects.
- Green Purchasing and Event Planning Guide. Develop a Green Purchasing/Procurement Guide to assist student and staff event planners in identifying sustainable vendors and products. Also develop an Event Planning Guide that will assist event planners in producing sustainable events. (Please refer to recommendation in Stewardship section for further detail.)
- Green Living Guide. Provide to all students at orientation.
- Space Planning. Future space planning should take into consideration increased storage needs as the University expects the campus community to move away from disposable products.

Finally, students have identified increased food options, recreational facilities, and a student center as priorities for the future. As the University partners with students to provide these amenities, we are committed to implementing these student priorities in ways that complement the University's commitment to sustainable practices.

## University-Community Partnerships

Commitment to community partners is a key element in building sustainability. As an institution of higher education, we bring to these relationships evidence and knowledge gained through research, as well as expertise and experience in conducting research, curricula that inform future citizens and leaders, and an ongoing agenda that promotes sustainable practice and development. We also benefit from the expertise of our partners and are committed to building relationships that are useful to all participants, thus forging dynamic connections that model sustainable partnerships.

### **Recommendations**

- Commitment to partnerships addressing sustainability. Establish durable, mutually beneficial relationships with community partners to address problems and opportunities in environmental sustainability. Make the commitment clear and visible, beginning with an easily recognizable sustainability link on the UW Bothell website.
- UW Bothell Office. Assure that there is thorough discussion of alternative organizational structures for university-community partnerships and how this relates to the organizational structure for sustainability. Some task forces members feel that there should be a single UW Bothell Office for Community Partnerships, while others feel that it would be better to have a sustainability office that promotes sustainability-centered university-community partnerships. We note that we already have several offices on campus that explicitly address community partnerships as part of Program and Departmental activities.
- Advisory Board. Establish and participate on a community sustainability advisory board.
- Internship Opportunities. Work with local businesses and organizations to develop student internship opportunities in sustainability.
- Bothell Businesses. Collaborate with Bothell businesses to promote student, staff and faculty patronage, especially with those invested in sustainability.
- On-Campus Forums. Host periodically on sustainability issues.
- Disposal/Waste and Recycling Event. Use this publicly visible campus event to partner with City of Bothell, King County and Waste Management on recycling, hazardous waste, and life cycle analysis
- Cascadia. Cooperative efforts with Cascadia in its development of sustainability infrastructure can enable us to share resources and stewardship.
- Wetlands. Work with Cascadia, the City of Bothell, local businesses, and funders to develop sustainability education facilities on our campus in conjunction with campus wetlands, thus providing a community resource and educational facility.
- K-12 Program. Establish an outreach program by utilizing opportunities provided when K-12 classes which already tour our wetlands and worm composting facilities, possibly using trained student docents and student-produced materials. Future opportunities may be to provide presentations at the K-12 schools.
- Research and Student Projects. Collaborate with community partners to conduct participatory research and student projects.
- Interface. Collaborate with community partners to conduct participatory research, student projects.

## THE UNIVERSITY OF WASHINGTON CONTEXT

In recent years, the University of Washington has made significant academic and institutional commitment in environmental sustainability. The College of the Environment (<http://coenv.washington.edu/>) will open in Autumn 2009. This is a major academic initiative and the new College will offer degrees and bring together faculty and staff from collaborating departments and schools throughout the university.

The University of Washington is a signatory to the American College and University Presidents Climate Commitment (<http://www.presidentsclimatecommitment.org/>), through which the signatories agree to “address the climate challenge by eliminating global warming emissions and integrating sustainability into their curriculum”. Separately, UW Bothell is a signatory to the Presidents Climate Commitment as well. The UW Climate Action Plan is due in September 2009.

On the institutional side, the Environmental Stewardship Advisory Committee (ESAC; <http://f2.washington.edu/oess/esac>) is a policy group established by UW President Mark Emmert in 2004. In 2008, President Emmert assigned ESAC to be the Climate Action Team responsible for the UW Climate Action Plan that is required under the Presidents Climate Commitment. In 2008, the Office of Environmental Stewardship and Sustainability (OESS; <http://f2.washington.edu/oess/>) was established within Strategy Management, which is within Finance and Facilities (Office of the Executive Vice President). OESS is supporting the preparation of the UW Climate Action Plan and other sustainability initiatives.

Each of these initiatives poses both opportunities and dilemmas for UW Bothell. On one hand, being a campus of the University of Washington brings tremendous resources. In planning and making significant advances in stewardship, as in other realms, UW Bothell benefits from the university-wide reputation, and the President and Provost clearly are committed to making the university recognized as a leader in environmental education and stewardship. Moreover, UW Bothell faculty and staff have opportunities to participate in major sustainability initiatives at the premier university in the region. This is professionally rewarding, and the opportunities for connections with these university-wide activities could help UW Bothell recruit and retain exceptionally talented faculty and staff with interests in environmental sustainability, thereby building our capabilities and expertise.

On the other hand, the participation by individuals from UW Bothell in these initiatives will not directly help achieve the vision of this report. There are larger issues about three-campus relations and UW Bothell identity within the three-campus university, such as the fact that some stakeholders see university-wide initiatives as being “from UW Seattle” rather than “from the three-campus UW.” For the sustainability initiative, the challenge for our leadership is clear: As UW Bothell faculty and staff participate in and contribute their expertise to university-wide sustainability efforts, how can these efforts both contribute to the university as a whole and build a distinctive identity for UW Bothell’s environmental sustainability initiative?

The task force believes that campus-level and university-wide efforts should reinforce and support each other. UW Bothell’s accomplishments in sustainability can play a great part in achieving the sustainability goals of the university as a whole. And UW Bothell’s sustainability

vision is unlikely to be achieved unless we participate in and benefit from university-wide initiatives. It is critically important that UW Bothell's Chancellor and Vice Chancellors are involved in strategies, and this importance is even greater because environmental sustainability is such a high priority of University of Washington leadership.

## **UW College of the Environment**

The College of the Environment will be established with faculty units that previously were in other schools and colleges from the Seattle campus. The most exciting opportunities for UW Bothell, and a major part of promise of the College of the Environment, is bringing in other faculty who will collaborate in offering cross-disciplinary degrees as well as projects that address "real world" problems. Participating in these initiatives could bring distinction to UW Bothell, while leveraging the new college's resources and growing reputation.

### **Recommendations**

- Establish working relationships. UW Bothell, via Academic Affairs and individual programs, should initiate discussions with the College of the Environment to explore ideas for joint development of degree and non-degree programs and university-community partnership projects addressing the major environmental sustainability problems and opportunities in the region.
- Develop distinctive programs. Draw upon faculty interest and expertise, both at UW Bothell and at other campuses, to develop sustainability programs not offered elsewhere in the university. Examples include climate science, sustainable business, and renewable energy.

## **Presidents Climate Commitment**

As this report is written, the UW Climate Action Plan is scheduled to be submitted September 15, 2009, and will offer a plan for climate neutrality. UW Bothell will submit its own plan that will be posted on the Presidents Climate Commitment website. The UW Bothell Climate Action Plan will be based on the overall UW plan. Although having this Climate Action Plan will not make UW Bothell distinctive within the UW, or among the many colleges and universities that have signed the Presidents Climate Commitment, we can still publicize this as part of our commitment to sustainability and use the planning process to look for ways to make an impact in targeted initiatives.

### **Recommendations**

- Climate Action Plan. UW Bothell should use the Presidents Climate Commitment as an opportunity to advance its commitment to and planning for environmental sustainability. Building on the university-wide Climate Action Plan, UW Bothell's Climate Action Plan should be the first step in ongoing planning for becoming climate-neutral, for integrating sustainability into the curriculum, and for supporting research in environmental sustainability research.
- Raising awareness. UW Bothell should use the occasion of the Climate Action Plan to bring attention to the campus and our sustainability initiative.
- On going inventories, planning, and reporting. UW Bothell should continually

update its greenhouse gas inventory. The Climate Action Plan should be a living document, with quantifiable goals and dates for reducing emissions that are reviewed frequently. We should regularly report and publicize our inventory, plans, and progress.

- Engage Students. The challenge of becoming climate neutral offers rich and varied opportunities for research and including students in climate planning. Examples include calculating our greenhouse gas emissions, conducting life cycle analyses of activities to understand embedded emissions, identifying opportunities to reduce emissions, and understanding offsets.
- National Discussions. Engage in national discussions on this topic, such as the ACUPCC Climate Leadership Summit in August 2009.

### **Environmental Stewardship Advisory Committee (ESAC) and Office of Environmental Stewardship and Sustainability (OESS)**

UW Bothell staff and faculty have been participating with the Environmental Stewardship Advisory Committee (ESAC) since its founding and should continue to do so. As this is a university-wide policy group, participation in ESAC is important for assuring attention to both university-wide goals and situations unique to UW Bothell.

At the time of this report, the Office of Environmental Stewardship and Sustainability (OESS) is a relatively new entity, but clearly will be addressing university-wide issues. Future planning will need to address the relationship between OESS and initiatives that are unique to UW Bothell. Future planning will also need to address the organizational relationship between OESS as a university-wide office and the organizational structure that will be developed at UW Bothell that will support sustainability initiatives.

## **GROWING SUSTAINABILITY**

This report is a step in making sustainability to be a distinctive and signature element of UW Bothell's identity. But it is just a step. Building on the 21<sup>st</sup> Century Campus Initiative a significant undertaking, and we believe that success will only be achieved if sustainability becomes a value and priority throughout UW Bothell, such that it becomes "part of our DNA."

We need to commit to the long-term vision and recognize the types of obstacles that we will face. Other priorities may seem more important in the short term. Some sustainability initiatives will seem too expensive in the short term. And UW Bothell will continue to face both challenging external circumstances and complex relationships as part of the University of Washington.

Yet UW Bothell has an amazing opportunity to be known for sustainability, for distinction that will drive and steer our growth. To be nationally and internationally recognized, to both benefit from and contribute to university-wide initiatives, and to be regionally engaged and become a node in a network of people and organizations working for regional goals of sustainability, prosperity, and quality of life. This concluding section addresses some of the critical elements necessary to achieve the specific recommendations of this report.

### **Leadership**

We believe that in achieving the vision for sustainability there is no substitute for leadership by UW Bothell's Chancellor and Vice Chancellors. We need their complete and active involvement because in many critical activities—from establishing a campus culture to working with the legislature to negotiating the complexities of our three-campus University—they are the front line emissaries. Leadership must challenge and motivate staff and faculty to discover and adopt best practices that are sustainable but do not cost more money or compromise other priorities. Leadership must face and resolve challenges as in situations where sustainability proposals may require more spending in the short term in order to achieve the long-term savings or other elements of our vision.

Most importantly, leadership must assure that sustainability is front and center in UW Bothell's strategic agenda and that this is a holistic effort. It is leadership that will assure the momentum of this initiative, direct the decisions on where to go from here, and guide the development of policies, planning processes and organization/structure to achieve the sustainability vision.

### **Telling our Story: Web Page and Beyond**

We believe that UW Bothell should as quickly as possible allocate resources and assure the availability of future resources to develop and maintain a sustainability webpage that can be reached in one click from the UW Bothell home page. This sustainability webpage should

- Be a primary tool for publicizing UW Bothell's commitment to sustainability as part of the 21<sup>st</sup> Century Campus Initiative.
- Provide an inventory of our environmental stewardship activities and sustainability research, curriculum, university-community partnerships, etc., including spotlights

- on select current activities.
- Function as an information node, linking to other sustainability websites that will be useful to students, staff, and faculty, as well as organizations and individuals in the region.
- Have a dynamic section on “ecological intelligence”, providing research-based understanding of the most ecological choices in everyday activities such as food choices, travel, and product selection.
- Be a means to insure transparency regarding UW Bothell’s sustainability goals and outcomes, as well as a means of formulating future sustainability plans. This is an opportunity to explain why we do what we do in stewardship activity.

These are very specific recommendations, and we recognize that the specifics may not be appropriate as further planning is done and/or new technologies emerge for communication and networking.

### **Organization/Structure Considerations**

This report makes clear that we have many impressive accomplishments in sustainability that have been achieved without central direction, planning, or support. Our challenge is now to move forward with a mandate for central support based on the 21<sup>st</sup> Century Campus Initiative and broad excitement that a sustainability initiative is taking shape. From the perspective of organizational theory, we have largely been an “entrepreneurial” organization, but now we have to consider the benefits of adding a “managed” component. Thus, the goals for organization/structure to support sustainability are twofold, and we recognize that these can be at odds:

- Be the glue that encourages and supports efforts, that creates synergy, and that catalyzes initiatives that would not happen if the individual and departmental efforts remain separate, and
- Avoid stifling innovation, avoid becoming another layer required for approval, and avoid making it difficult for individual initiatives to be successful and grow.

The task force feels that UW Bothell needs a dedicated person or office to achieve these goals. We discussed a number of alternatives, but felt that we did not have enough information on resources to know which one is best. However, we are clear on criteria:

- UW Bothell needs a "point person" for sustainability—someone with vested power, who can oversee our next steps, and is responsible for making progress. We feel that the level at which this person sits in UW Bothell’s structure requires further discussion, but it clearly must be someone who “has the ear of” the Chancellor and all the Vice Chancellors and is “at the table” for strategic decisions that impact sustainability (environmental stewardship, academics, etc.) This person should facilitate the development of plans, lead reporting on sustainability performance and plan implementation, coordinate with individuals and offices within UW Bothell that can support sustainability efforts, work with the UW Office of Environmental Stewardship and Sustainability, and network with external stakeholders.
- There should be a permanent advisory committee to address campus stewardship

and UW Bothell's overall strategy for sustainability. This committee should be composed of faculty, staff, students, members of the UW Bothell advisory board, and community partners. It is important that senior level faculty and administrators should be included.

- The committee did not reach a conclusion on how involved the permanent advisory committee described above should be in strategies for academics (curriculum and research) and university-community partnerships. In these cases, there may be limitations due to the *UW Handbook* (i.e., with regard to curriculum), or it may be that program or departmental sustainability initiatives work well, without an additional level of structure or oversight.
- In any event, sustainability initiatives should leverage and coordinate with existing structures in academic and administrative units. Examples include: [a] Public Relations and Communication, [b] for developing curriculum, the Curriculum Development Specialist in Academic Affairs, [c] for Research, the Office of Research Support, and [d] for Community Partnerships, the Center for Student Entrepreneurship, the Business Development Center, the Community Partnership Coordinator in IAS, and the External Relations Coordinator in the IAS Graduate Office.
- We need to assure that the organization/structure for sustainability remain flexible and allow for transparency

In the near term, we feel that a committee or committees should be formed as the next step in our sustainability initiative. This structure should be interim, and the committee(s) should be charged with recommending steps for implementing, as appropriate, the ideas contained throughout this report. This will involve moving forward with sustainability initiatives, developing a plan for publicity, and getting broad-based input from campus community and stakeholders. A key mandate for the committee(s) is to continue to be open to fundamental conversations about sustainability, gathering further input, and recognizing that just because there is a plan, we do not have complete buy in. If we go forward without these conversations, there will be push back even though the 21st Century Plan was carefully vetted.

## **Priorities and Resources**

The budget situation at the time this is written makes it imperative that we are very judicious with new spending on the sustainability initiative. Yet without some new spending, the energy and excitement over this could dissipate rapidly.

Priorities for new resources include publicizing UW Bothell's commitment to the sustainability vision and making investments in long-term capabilities in sustainability that can be expanded and leveraged. We recommend two general criteria for using resources:

- Support for "putting a stake in ground", that is, launching and publicizing our initiative, and support for specifics that will establish our role and distinctiveness. Examples are launching the sustainability web page and establishing collaboration with the UW College of the Environment.
- Support distinctive initiatives that will build long-term capabilities in sustainability. The value of such initiatives is not only the benefits from current results, but also the benefits that will come from the initiatives that are made possible in the future as the

result of current investment. Examples are in developing sustainability-related curriculum, research programs, and university-community partnerships, as well as the sustainability web page and a program of publicity for this initiative.

Other more specific recommendations for using limited resources:

- Support establishing a position for a “point person” for sustainability.
- Have high visibility events sponsored by the Chancellor and/or Vice Chancellors, such as speakers or panels. Capitalize on events such as National Campus Sustainability Day and Earth Day. Host events such as Green Jobs Summit.
- Support faculty and staff involved in regional, national, and international discussions on university sustainability.

### **Involving everyone**

As noted at the beginning of this report, there are many individual and departments that already have remarkable records of achievement in sustainability. The new initiative should celebrate their work and involve them, rather than being a separate process that starts from square one. Also as noted at the beginning of this report, our charge was to focus on environmental sustainability, and future planning should address and involve people whose work and interests lie in other facts of sustainability. We believe that our sustainability plans must respect these existing accomplishments and expand the scope of efforts, so that everyone on campus sees how they can be involved and how this related to their work and studies.

Finally, sustainability planning must reinforce the connections between the sustainability initiative and other elements of the 21<sup>st</sup> Century Campus Initiative. In this way, sustainability can best be part of a distinctive identity for, and shape the growth of, our campus. As noted in the section on organization/structure above, we recommend that the follow up committee or committees for this sustainability initiative be formed right away, and be broadly constituted, to assure input that as much as possible involves everyone on campus.