

**AQIP Sustainability Committee Final Report  
August 28, 2008**

**Committee Chair:  
Michael Broadway**

**Committee Members:  
Annette Brown; April Lindala; Bob Holtzmann; Brandon Sager; Carl Pace; Chris Storves;  
Cindy Prosen; Deanna Pozega; Doug Russell; Jim Cantrill; Kevin Conlin; Mary Stunkard;  
Michael Cinelli; Nathan Mileski; Rachel Harris**

## Table of Contents

Executive Summary	3
Northern Naturally: A More Sustainable NMU Background	5
Background: Sustainability & Higher Education	9
Committee Deliberations 2007-8	9
Northern's Big Green Idea	12
How Green is NMU?	15
Looking Back: Lessons Learned	17
The Way Forward	18
Concluding Comments	19
Appendix 1 Current Sustainability Initiatives at NMU	20
Appendix 2 Northern Michigan University Sustainability Survey & Responses	21

## Executive Summary

**“We do not inherit this land from our ancestors; we borrow it from our children.” Haida saying.**

Sustainable development has been described as “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.” The concept arose in the 1980s out of recognition that population growth, increased energy consumption, and urbanization were placing unprecedented demands on the earth’s resources and threatened society’s ability to maintain or improve environmental quality. Within US higher education the concept is increasingly used as a means of devising sustainable practices and in some Universities it has formed the basis for a new curriculum. Beginning in the 1970s NMU’s facilities and operations division adopted a variety of strategies that have reduced energy and water consumption and a recycling program was introduced in 1993. Most recently, the University attained LEED certification on a dormitory renovation in 2007 and received two more certificates in 2008.

The AQIP Sustainability Committee was established in fall 2007 and met a total of 11 times during the 2007/8 academic year. The committee began its deliberations by reviewing how other Universities were incorporating sustainability into their practices, then surveyed NMU faculty and staff about sustainability strategies and organized a student competition on how to make Northern Michigan University “greener.” On the basis of these activities the committee recommends:

- 1. Sustainability should be incorporated into the University’s mission statement.**
- 2. A permanent committee of faculty, staff, administrators, and students should be formed to promote sustainability initiatives on campus.**

- 3. A sustainability “czar” should be appointed who reports directly to the president to coordinate the University’s sustainability initiatives.**
- 4. The University should establish an annual competition on how to make Northern a greener campus.**
- 5. The University should provide more opportunities for faculty and staff to support sustainability beyond the existing commitment to recycling activities; incentives should be provided to faculty to develop and implement new green/sustainable courses that encourage cross disciplinary academic programs.**

## **Northern Naturally: A More Sustainable NMU**

As part of the consultative process for selecting AQIP action projects, NMU employees, faculty and students identified **Northern Naturally: A More Sustainable NMU** as an action project in summer 2007. The goals, rationale, and project outline as approved in September 2007 was as follows:

### **B. Describe this Action Project's goal in 100 words or fewer:**

The goal of this project is to help students, staff and faculty learn about sustainability and how to develop and promote sustainable and healthy living environments on campus and beyond.

### **C. Identify the single AQIP Category which the Action Project will most affect or impact:**

1. Helping Students Learn

### **D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities:**

Recently, there has been increased media attention on sustainability. While our university is firmly committed to this concept, we have little data that catalog our current efforts towards sustainability. Our data are particularly lacking with respect to student awareness of and behaviors towards creating a sustainable environment. Nationwide data suggest that while we have become more energy conscious, we paradoxically use more energy. NMU, situated on the southern shores of Lake Superior and whose byline is "Northern Naturally", is in the ideal location to explore what it means to be a "sustainable" university, and increase student, faculty and staff understanding of how they can contribute to a more sustainable environment. Finally, our process of vetting potential AQIP Action Projects has revealed extensive support for project. The proposed sub-projects will address these complex issues with a series of small projects designed to educate students and other NMU stakeholders about their environmental impact and how it can be reduced, thereby creating a more sustainable community.

### **E. List the organizational areas - -institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project:**

Academic Departments, Facilities, Food Services, Student Organizations, Housing, University Center, Purchasing, and Recreational Sports.

### **F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve:**

1. Create an AQIP working committee to survey the level of sustainable activities currently active on our campus.
2. Charge the AQIP committee with articulating the infrastructure needed to enhance the number of sustainable activities at NMU.
3. Determine how to evaluate, with respect to the goals stated by the working committee, the extent to which the goals a) help students learn, b) decrease energy consumption, and c) increase sustainability. The resultant rubric will be used to select the projects to be pursued by the university in the next year.
4. Improve communication across campus constituents involved in the project and facilitate long-term collaborative efforts to sustain greener campus planning.

Key Organizational Processes that will change: Academic Departments, Academic Service Learning, Communications and Marketing, Dining Services, Facilities/Plant Operations, and Purchasing.

**G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion):**

This project will take one year to complete:

Fall semester:

1. Survey current sustainable activities across campus.
2. Evaluate current “green product” usage across campus.
3. Measure current recycling efforts.
4. Assess current levels of food waste of food provided as a part of student meal plans.
5. Begin preparing the grounds for a community garden.

Winter semester:

1. Analyze survey data.
2. Use survey data and information collected in the fall semester to define specific goals and benchmarks for project completion.
3. Implement programmatic changes to attain defined goals and benchmarks.
4. Convert to using “green products”, where possible.

5. Increase recycling in the campus community of paper, glass, plastic, metal, and potentially batteries.
6. Begin an educational campaign to help students learn how to restrict their food portions, in part by providing them with the results of the fall survey of food waste.
7. Select seeds and plant in the spring, with the harvest occurring during the late summer.

**H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:**

A series of benchmarks will be established by committees responsible for implementing each activity, e.g. by the end of October, develop the survey instrument, distribute it by end of November, and analyze the data by March. Information will be available on the progress of this Action Project via a newly created NMU “sustainable” website; via a report to the President’s Council, and the leadership of the Vice Presidents for Finance and for Academic Affairs in the fall and winter semesters; and via student groups.

**I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:**

Successful outcome measures from these projects include:

- a. established working committee for this AQIP project
- b. completed survey of current activities
- c. identification of infrastructure needed to increase sustainability activities
- d. development of rubric for selecting AQIP sub-projects
- e. forum for communication between students, staff and faculty established and ongoing

Successful product measures from these projects include:

- a. increased use of “green products”, as defined by the NMU Department of Plant Operations
- b. provide in-service experience for faculty to learn how to bring sustainability concerns into the classroom
- c. increased campus recycling
- d. decreased food waste in the resident halls
- e. establishment of a campus garden

Note: All reports generated by this project will be shared with the campus community including administration, students and faculty.

**J. Other information (e.g., publicity, sponsor or champion, etc.):**

The following student organizations are potential sponsors: the Environmental Science Organization, the Green Group, Northern Veg(an)etarians, the Sustainable Agriculture Club, and Earthkeepers. Other sponsors are university stakeholders including alumni and the Board of Trustees. Alumni will be informed of these efforts via the alumni magazine. The Board of Trustees will hear presentations on this project at their fall and winter meetings scheduled to coincide with convocation events. Academic departments will be encouraged to promote student projects related to sustainability objectives. These could include Service Learning opportunities, or curricular changes that emphasize sustainability.



## **Background: Sustainability and Higher Education**

In 1986 the United Nations issued a report *Our Common Future*, in which it defined sustainable development as “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.” Despite the concept’s ambiguity it has been embraced as a guiding principle for cities, businesses and increasingly U.S. College campuses. In October 1990 the President of Tufts University convened twenty-two University presidents and chancellors in Talloires, France to discuss ways in which higher education could contribute to a more sustainable future for the planet. The result was the Talloires declaration a 10 point action plan that has now been signed by over 350 University and College Presidents and Chancellors. The document commits its signatories to use every opportunity to educate a university’s various constituencies about sustainable development and create an institutional culture of sustainability.

In recognition of this growing movement towards incorporating sustainability into North American Universities and Colleges the Association for the Advancement of Sustainability in Higher Education was formed in 2005. Its mission is “to promote sustainability in all sectors of higher education from governance and operations to curriculum and outreach through education, communication, research and professional development.” In December 2007, 361 four and two-year colleges and universities were counted as members.

### **Committee Deliberations**

The Committee met a total of 11 times during the 2007/8 academic year. The first meeting involved a discussion of what exactly was meant by the term sustainability. It was the consensus of the Committee that faculty and students needed to learn more about sustainability and the University’s existing efforts to promote a more sustainable NMU (Appendix 1). The

second meeting involved brainstorming about possible Action Projects that could contribute to the University's sustainability efforts. This led to the committee's first recommendation that **sustainability be incorporated into the University's mission statement**. The committee believed that by including sustainability in the University's mission statement would require all administrative units address the issue in their day-to-day operations. Individual academic departments might chose to reduce their paper consumption by requiring more on-line testing; while the purchasing department might decide to purchase more goods from local suppliers and thereby reduce green gas emissions.

The committee also recommended Northern join the Association for the Advancement of Sustainability in Higher Education (AASHE), a recommendation that was quickly accepted by the administration. Membership of the organization provides NMU employees and students access to an array of online resources including sustainability plans from other campuses as well as opportunities for networking, information sharing, collaboration, and professional development. The Association holds "Sustainability across the Curriculum Leadership workshops" for faculty; it was hoped that two Northern faculty members would be able to attend one of these workshops at Emory University in January 2008 but the workshop was full. A side benefit of membership is that Northern can use the AASHE logo on its web site, indicating the University's sustainability commitment.

The third and fourth meetings were devoted to a review of how sustainability principles had been adopted by other Universities and Colleges located in the Upper Midwest. This review found a wide range of sustainability actions from "weak" to "strong." In those institutions where sustainability had been widely adopted a campus-wide committee consisting of administrators, faculty and students was usually established, along with the appointment of a "sustainability

person” whose responsibility was to oversee the University’s sustainability initiatives. Common to most Universities and Colleges with such a committee was a sustainability web site. These web sites in many instances promoted specific strategies that individuals could utilize to lessen their environmental impact. Grand Valley State has a sustainability initiative web site that provides “Energy Efficiency Information” for driving, heating, selecting appliances and building a house, and more significantly from a student perspective “how to Green your dorm room.” At Michigan Tech, sustainability was incorporated into their 2006 strategic plan. Goal 3 of the plan states, “Establish world-class research, scholarship and innovation in science, engineering, and technology that promotes sustainable economic development in Michigan and the nation. Michigan Tech will increase interdisciplinary initiatives to expand knowledge and address societal needs by integrating sustainability into all our endeavors, expanding interdisciplinary centers and institutes in strategically targeted areas, and developing and supporting superior graduate programs.” This commitment resulted in hiring 10 new faculty members engaged in sustainability research including three Sustainability chairs. In the view of the committee these actions are examples of a strong sustainability commitment. In other institutions where there is less of an emphasis on research some University Presidents have required their “sustainability czar” to be a member of the academic cabinet so that the environmental impact of any decision is considered. Nationwide as of January 2008 there are about 100 full-time and 150 part-time sustainability managers on College campuses<sup>1</sup>. The variability in the commitment to sustainability is a function of each institution’s academic leadership. The committee favors a strong commitment to sustainability and recommends the following:

---

<sup>1</sup> Chao Xiong “Sustainability is everyone’s job, but some get paid for it” Minneapolis Star Tribune January 21, 2008.

1. **A permanent sustainability committee should be established at NMU consisting of faculty, staff, administrators, and students.**
2. **A sustainability “czar” should be appointed who reports directly to the president to coordinate the University’s sustainability initiatives.**

The Committee believes that the permanent sustainability committee should have wide representation across the campus including faculty, staff and students and it should not be part of the established academic committee structure. A recycling committee currently exists on campus and serves as a suitable model in terms of its membership structure. It was the committee’s belief that given the complexity of sustainability issues and the potential multitude of sustainability initiatives, from establishing a campus garden to car pooling to the proposed heat and power cogeneration plant, the sustainability czar should be a full-time employee whose sole responsibility was coordinating the University’s sustainability efforts. One of those responsibilities would be educating students and serving as a faculty resource, so it is conceivable that this person be required to teach an introductory liberal studies sustainability course once a semester with the remainder of their time devoted to other sustainability duties such as chairing the proposed sustainability committee, maintaining a web site and working with facilities on sustainability projects (see below for more details). Without such a person it was the committee’s belief that the University’s sustainability efforts would be fragmented and piecemeal.

### **Northern’s Big Green Idea**

The goal of the action project was “to help students, staff and faculty learn about sustainability and how to develop and promote sustainable and healthy living environments on campus and beyond.” Given this goal and the limited time frame in which the Committee had to

operate it was decided that the most effective means of meeting this goal was to organize a student competition on how to make Northern Michigan University a greener campus. The committee believed that the competition would engage students in how the campus could lessen its environmental impact. A student from the Art and Design department produced a logo to launch the competition (see below).



Organizing the competition involved overcoming a number of logistical and practical problems including whether we could provide a cash award (we could not without affecting a student's financial aid eligibility), announcing the competition in an environmentally friendly way (the committee did not want to produce unnecessary waste), deciding whether we would accept individual or group entries (it was decided to encourage individual entries) and determining the criteria that would be used to evaluate the entries. These issues were resolved by providing the winning student with an Apple iPod touch; announcing the competition via an advertisement in the student newspaper and an email sent to all students that included a link to a web site with the competition guidelines and instructions; and judging the entries on the basis of originality, feasibility and potential impact. Students who followed the link to the competition web site were informed as to current sustainability efforts on campus and learned that by adopting conservation measures over the past 35 years the University had been able to reduce its energy and water consumption.

Despite the short time frame and limited publicity the competition generated over 25 individual submissions. As would be expected a range of practical and very “creative” proposals were submitted, from only allowing cold water washing machines to establishing a community garden. For each idea committee members assigned a value between 0 and 10 to the three criteria, feasibility, originality and potential impact. The winner of the competition was announced at a reception to coincide with Earth Day and a Native American environmental summit on campus. All entrants received a big green idea lapel pin that was cast out of recycled brass from the state of Michigan’s Marquette branch prison by Dale Wedig, (an Art & Design faculty member). The highest score was attained by Andrea Dupras, a junior majoring in mechanical engineering technology, who proposed the University shift to compostable, biodegradable trash bags. This option is now under evaluation by the University’s Facilities department. The Committee believes that more entries would have been generated given a longer lead time and more publicity.

The comparative success of this project given the limited lead time leads the committee to recommend, **an annual competition be established to solicit ideas on how to make Northern Michigan University a greener campus.** The competition could be widened to include faculty and staff as well as team entries. The competition would be organized and run by the proposed Sustainability committee and it would be their responsibility to devise the rules. However, given the learning curve involved in establishing the competition, it is strongly recommended that some members of the AQIP sustainability committee be included on this new committee or at least serve as consultants so as to avoid some of the pitfalls associated with establishing a competition.

Discussion was given to establishing a website that outlined NMU's sustainability efforts and provided practical information on how faculty, staff and students could adopt sustainable strategies. But it was decided not to establish such a site until the administration assigned responsibility for maintaining it.

### **How Green is NMU?**

In March 2008 faculty and staff were surveyed as to what they were doing as individuals and in their workplace to contribute to a more sustainable NMU and whether faculty had incorporated sustainability into their courses. In keeping with sustainability principles, (and avoid the generation of waste paper) respondents were sent an email with three questions and directed to a web site where they could respond. A total of 124 responses were received, with approximately 75 percent of them from staff and the remainder from faculty. When asked what was being done in their workplace to promote sustainability 93 percent of respondents stated "recycling." The next highest response (20 percent) focused on reducing paper by submitting paperwork electronically. In fact what is most striking about the responses is the fairly limited view of sustainability. For example, less than 12 percent of respondents mentioned turning off electronic devices, while just 2 percent said they biked to work. This constrained view of sustainability (recycling equals sustainability) leads to the fifth recommendation, **the University should provide more opportunities for faculty and staff to support sustainability beyond the existing commitment to recycling activities; incentives should be provided to faculty to develop and implement new green/sustainable courses that encourage cross disciplinary academic programs.**

Among faculty members the majority (86%) stated they had integrated some aspect of sustainability into their courses. The level of integration varied, with one faculty member noting:

The Woodworking and Furniture Design areas of concentration in the School of Art and Design primarily use wood as our main media. Wood is obviously a renewable resource. The bulk of the wood used in our classes is locally grown species such as oak, maple, ash, and birch. I either harvest logs myself or buy from local mills to reduce transportation costs. I also emphasize the low environmental impact of using shellac and wax finishes.

And others noted,

As a photography instructor, I show and discuss images that deal with the devastating landscape of human waste particularly the images of Edward Burtynsky, Robert Adams, Richard Misrach, Mark Klett etc.... I have incorporated sustainability issues into most of my courses, which is a no-brainer since they are key issues facing our political society, and our political institutions.

In other instances faculty emphasized they only allowed electronic paper submissions or they uploaded course material into webct and no longer provided paper syllabuses and others noted that sustainability did not apply to their area of study. These results must be treated with some caution given that only 10 percent of the faculty responded to the survey; however they are probably indicative of the variation in the extent to which sustainability has been integrated into classes (Appendix 2 contains all the responses to the questionnaire). Clearly, if the University is interested in promoting sustainability it needs to promote the active engagement of faculty in this area.



## **Looking Back: Lessons Learned**

While this AQIP Action Project resulted in tangible positive changes to the University community with respect to sustainability, the Committee did not achieve some of the goals that were established prior to our meeting, for the following reasons:

1. We were overly ambitious in our goal setting.
2. Activities took much longer to accomplish than we planned. Organizing the competition involved a steep learning curve – first we needed a student to design a logo for the competition, before we could announce the competition. The time involved in designing the logo pushed the announcement back. We wanted to announce the competition in a sustainable manner- this meant electronically via email. But we were unable to distribute the logo announcing the competition to all the students using NMU’s servers, so we had to figure out a way around this problem. It was solved with a standard email with a link to a web site- but this method lacked the immediacy of the competition announcement with its logo going to all the students’ mail boxes. Devising the competition rules involved obtaining a legal opinion; figuring out a way to award a prize that would not affect a student’s financial aid eligibility took an inordinate amount of time, while developing a web site where students could upload their entries and selecting the judging criteria were also time consuming activities.
3. Differences of opinion between committee members while healthy also served to take up time; we debated what is meant by sustainability, the format of the questionnaire, the rules for the competition, and what projects committee members hoped to see implemented.

4. We did not involve the student organizations concerned with sustainability in our deliberations, which was a weakness. Instead we attempted to engage all NMU students in learning about sustainability through our competition. But students and their representatives must be engaged in any future campus efforts at promoting sustainability.

### **The Way Forward**

The degree to which sustainability principles have permeated Northern Michigan University varies. The University's Facilities department began implementing a variety of conservation measures dating back to the first energy crisis in the early 1970s. It continues to incorporate sustainable strategies as part of its business plan using compact fluorescent light bulbs and waterless urinals in new and remodeled buildings and seeking LEED certification. But the biggest potential in making Northern Michigan University sustainable lies in educating faculty, staff and students about the small measures they can incorporate into their work place and daily lives. It is recommended that the university adopt this report's five major recommendations so that Northern can be "Northern Naturally Green."

The first step in educating faculty, staff and students about sustainability issues would be a sustainability web site. The Committee uncovered a lot of excellent University sustainability web sites that could serve as a template for Northern's own efforts. The Grand Valley State University Sustainability Initiative web site besides providing practical information on how to adopt green behaviors and lists over 200 courses that deal with sustainability issues as well as how students can obtain a sustainability certificate from existing courses at the University. They also provide students the opportunity to sign the following sustainability pledge, "I pledge to use the knowledge and experience I gain at GVSU and beyond to take into account the economic, social and environmental consequences of my decisions. Furthermore, I pledge to make every

effort to reduce my ecological footprint and to improve the sustainability of the communities in which I live, learn, work and play." Students then have the option to receive more information about sustainability issues.

In the case of Northern it would be the responsibility of the proposed sustainability czar and committee to devise and maintain the web site. The web site could serve as a potential recruiting tool, showing Northern's commitment to being "Naturally Green."

The Committee recognized that in moving forward on any sustainability initiative will require a financial commitment from the University, whether it is in the form a hiring a person or in following through on new green initiatives and without access to administrative budgets it is impossible to recommend where funding for implementing these recommendations will come from.

### **Concluding Comments**

Continuous quality improvement is central to the AQIP process. In the case of Northern's AQIP Sustainability Committee we have laid the groundwork for establishing an ongoing and conscious effort at making Northern more sustainable. As the former director of NMU's facilities and operations (and AQIP Sustainability Committee member) noted in one of our first meetings, "We've been doing this stuff (sustainability) since the first energy crisis in the 1970s and we will continue to make efforts in this area because it makes sense" (Appendix 1 contains examples of how NMU's facilities and operations have reduced resource usage). But students and faculty have not been engaged in these efforts (and were largely unaware of them), establishing the AQIP sustainability committee was a first step at engaging this constituency. If the recommendations in this report are accepted and implemented Northern will be embarking on a conscious journey to become "Naturally Green."

## Appendix 1

### Current NMU Sustainability Initiatives

#### 1. Energy Conservation

NMU's energy conservation efforts began in 1973 as a result of the oil embargo. Since then the University has adopted a number of conservation strategies including: the expansion of an energy management system across campus, the installation of thermal efficient windows and individualized heating controls in dormitories, new lighting projects in Hedcock, PEIF and LRC. These and other strategies resulted in \$25 million in cost avoidance between 1973 and 2006. Even more impressive is the fact that during the same period square footage increased 77.7 percent but electrical use is down 1 percent and thermal usage is down 25 percent.

#### 2. Reducing Water Consumption

Adopting waterless urinals, installing water efficient fixtures and irrigation wells reduced water consumption 34 percent between 1973 and 2006.

#### 3. Recycling

NMU established an Environmental Committee in 1992 charged with recommending recycling procedures and source reduction. Since then and 2006 the University recycled 5,230 tons of paper, 1,013 tons of metal, 32 tons of fluorescent lamps and 12,400 gallons of waste oil. In 2008 the University began a battery recycling program and introduced a single sort recycling program that allows paper, glass and plastic to be placed in a single receptacle.

**4. Participation in LEED (Leadership in Energy and Environmental Design) certification program.** The program has been developed by the US Green Building Council to encourage the adoption of sustainable green building and development practices. In 2007 Meyland Hall's renovation received LEED certification, a first for any building in the Upper Peninsula. In 2008 Van Antwerp received LEED silver certification and Hunt Hall is LEED registered with a goal of silver certification.

#### 5. Adoption of Biofuels

In 2007 NMU staff met with representatives of Van Aire Inc. from Gladstone, MI to discuss the use of biofuels in University vehicles. Once Van Aire has their product up to specifications the University will test it on several vehicles.

#### 6. Adoption of Green Products

Following the successful testing of green cleaning products in Van Antwerp and Meyland residence halls the University switched over to their use across the campus in spring 2008.

This information was compiled from information supplied by NMU's Facilities Operations.

## **Appendix 2**

### **Northern Michigan University AQIP Sustainability Survey**

#### **Survey Instrument & Responses**

Northern's AQIP Sustainability Committee wants to know the extent to which individuals and administrative units on campus have adopted measures that contribute to making the University a more sustainable community. At a minimum this translates into reducing, reusing, and recycling but it also involves educating our students about practicing a more sustainable lifestyle. So please take a few minutes to answer the following questions. All responses are confidential.

1. What are you currently doing as an individual in your workplace that is contributing towards making Northern a more sustainable community?

2. What is your administrative or academic unit doing that is contributing to making Northern a more sustainable community?

For Instructors and Professors

3. How have you integrated sustainability into the NMU curriculum?

## Responses

- id 1  
workplace Recycling  
sustainability Reusing and recycling  
integration
- id 2  
workplace The main things I am doing are reducing, reusing, and recycling. I am also incorporating the ideas within the context of the courses I teach, specifically in the areas or resource management.  
sustainability I am not sure.  
integration Yes, my curriculum (in some courses) center on the use of earth materials as a resource. Limitations on the use of products which are nonrenewable are part of the objectives in the course.
- id 3  
workplace Recycling paper, plastic, glass, cardboard  
sustainability Dining Services is going "green" with their disposables
- id 4  
workplace Using the one-sort recycling bin. Turning off the lights.  
sustainability Recycling.
- id 5  
workplace I participate in the University's Single Sort Recycling program.  
sustainability We have put out recycling containers for the public. The various containers are for recycled electronic waste, paper, and batteries. We recycle print and toner cartridges.
- id 6  
workplace recycling  
sustainability recycling
- id 7  
workplace Recycling, trying to reduce and trying to reuse whenever possible. I also encourage co-workers and students in this. I would like to reduce more "carbon footprint" but our building is not designed well for that.  
sustainability The unit encourages us as individuals but that is about all.  
integration When possible, I enlightened students about the realities of use of electronics vs paper
- id 8  
workplace Recycling all office waste. Reusing packing material and boxes when shipping materials off campus. I also recycle all of our used dry-cell batteries (thanks for setting that up!!!) I use only the lights necessary in my office for good visibility and I keep the lights off in my research laboratory when one of us is not physically in the room.  
sustainability Other than using the recycling bins I have no idea. There have been no remarks or discussions to this end.  
integration I haven't integrated into the curriculum directly but when speaking with students outside

of class on more general topics of interest I discuss with them the pros and cons of various technologies and what the future needs will be.

- id 9
- workplace Trying to do more things electronically instead of using hard copies to reduce paper usage. Composting Using tote bags instead of plastic or paper Recycling
- sustainability We have a worm composting set up in the Greenhouse that I maintain with the help of some of our Biology students.
- integration Worm composting - exposing this concept to students and getting them involved. Discussing sustainability in coursework (2 courses in particular).
- id 10
- workplace Recycling, try to encourage others to recycle as well
- sustainability Passed out recycle bins
- id 11
- workplace Recycling, walking, using stairs
- sustainability Working on a new renewable resource consuming plant that will generate all campus electricity, and steam for heating, and steam for air-conditioning
- id 12
- workplace Recycling properly. Using energy efficient lights. Turning all lights off when not needed. Driving a fuel efficiency car. Promoting the tenets of sustainable agriculture every chance I get.
- sustainability I would rather not comment.
- integration Absolutely. In all of the classes I teach
- id 14
- workplace I exploit the computer by reading directly off the screen and by 'sharing' documents between stations thus limiting the amount of paper I print out (and toner used). Have reduced seven reference books down to one in order to cut updates from seven copies to one. Always use paper from our Recycle bins as note paper. Turn off lights when not in use.
- sustainability I'm not in the loop.
- id 13
- workplace Recycling paper, printing two-sided when possible, shutting fume hoods to save energy, walking to work 3-4 days a week rather than driving.
- sustainability Providing recycling facilities
- integration Making an effort to reduce waste production in labs.
- id 15
- workplace Using both sides of paper. Turning lights off when I am not in my office.
- sustainability Monitoring usage of paper. Reducing the number of light bulbs in a room
- id 16
- workplace Recycling paper regularly. Relying less on paper documents and sending out more email attachments; also, posting some on WebCT

sustainability nothing

integration I have incorporated sustainability issues into most of my courses, which is a no-brainer since they are key issues facing our political society, and our political institutions.

id 17

workplace Do not print emails, memos, or most reports. Use pdf printer to save a paperless copy rather than a printed copy. Never print syllabi or any course materials, including tests. Make duplicates with copy machine only if really necessary. Recycle all eligible paper received. Turn off office lights unless needed. Keep windows partially covered on cold and on hot days. Take the stairs in both office and class locations. Walk to class. Use one paper towel when drying hands (seems like a minor issue, but I'm astounded by the number who feel 3-4 towels are needed to dry hands).

sustainability Requested we do not distribute photocopies. Requests our syllabi in electronic form only.

integration Constantly endorsing paperless, paperless, paperless. I accept no paper-based assignments

id 18

workplace Recycling. I very rarely drive to campus (no need for parking space). Encourage electronic documents (class assignments, papers) instead of paper.

sustainability Recycling Encouraging use of electronic documents instead of paper

id 19

workplace - recycling paper - re-using paper for drafts in the printer - buy generic versus name brand office supplies when available. - I have a checklist for closing up the office at the end of the day to remind people to turn off lights and equipment and make sure doors are locked and secured.

sustainability - remind my faculty/staff to recycling paper - Instruct my student workers to re-use paper for drafts in the printer - Ask faculty to return unused office supplies to the supply cabinet, so as not to buy additional supplies that can be recycled within the dept; such as cd discs, pens, pencils, paperclips, binders. - buy generic versus name brand office supplies when available. - I have a checklist for closing up the office at the end of the day to remind people to turn off lights and equipment and make sure doors are locked and secured

id 20

workplace I use my own mug/cup each day instead of a paper or Styrofoam. I shut off lights in rooms as I leave whenever possible. I make only the minimum number of copies necessary, using electronic files instead of paper when possible. I recycle whatever and whenever possible.

sustainability All of our staff tries to follow the same practices as listed above.

id 21

workplace I try to use the paper recycle bin in my office. This just arrived recently and should help

sustainability Can't think of anything here

integration Paper and copying- I do less copying for classes and upload course materials to WebCT or Instruct server

id 22

workplace I recycle all paper products. I turn off desk lights when not in use and turn off my laptop and computer monitor at the end of the day. I try to walk or ride my bike to work at least



a few days a week in the summer months. I also eat a vegan diet which I think is important for global sustainability. It's too bad that the NMU community does not realize this yet. A healthy vegan diet also reduces health care and sick leave costs. I love to do more, but it is hard to know how to help.

sustainability I am not aware of any specific programs that we are doing. This has not come up at our staff meetings

Field	Value
-------	-------

id 23

workplace I praise our student employees and when they are "down in the dumps" and speak of transferring or giving up on college, I encourage them to keep going. I find too many times where NMU "gives up" on students that may be misbehaving or doing poorly and we should NEVER do that. I work a part time job where there are currently two students who have been let go due to poor grades and they both want so bad to finish, yet NMU made no effort to keep them.

sustainability We recruit new students to our department and do not let those who are discouraged by the job market give up on their desired careers. It's all about student retention and that's our goal--to keep those who we have and bring in even more each year. I just think it is very sad that NMU does not integrate some sort of program to keep students who are doing poor academically but really want to stay--there's a way to find that out and a solution if we choose to use it.

id 24

workplace I always recycle paper, bottles, etc. I always turn off my office lights when I leave the office anytime during the day.

sustainability I'm not sure. I think everyone in the department recycles their paper.

integration No....doesn't seem to fit into my curriculum

id 25

workplace We recycle and try to be conscious of our energy and resource use.

sustainability We recycle and try to be conscious of our energy and resource use

id 26

workplace Recycling all possible materials used (paper, plastic, cans, batteries, etc.). Make some purchasing decisions based on whether they're made of recycled materials, packaged in recyclable containers, etc.

sustainability General recycling, similar to above. Not aware of other effort.

integration Discussions of news coverage/balance and public relations efforts related to environmental issues

id 27

workplace Recycle plastic and paper. Use a blanket instead of a space heater when I'm cold. Print on the back side of paper. Preview what I'm going to print before printing and then printing again. Fluorescent bulbs are used in my office. Turn off lights when I leave the room. Re-use file folders and put a new sticker over the old label. Bike or walk to work when there is no snow.

sustainability Printing on the back of paper. Using recycling bins. We have plants in our office that make

the air better. We keep the blind open in the winter to bring the warm sun inside. We share and store supplies so we don't have to buy repeat items.

id 28

workplace I actively recycle, use NMU's refillable coffee cups, and walk whenever weather and time permits (to appointments and meetings out of the building).

sustainability My administrative unit is striving to "go paperless." I have designed a set of automated work-papers so that much of the regular work goes on a shared drive (backed up to a laptop and USB drive) instead of into a file drawer. So far, it seems that we've reduced paper consumption about 75% from prior years (based on file cabinet storage space needed).

id 29

workplace Old flyers are made into scrap paper. Use of recycling bin for all recyclable items.

sustainability same as above

id 30

workplace Recycling, saving energy(turning off lights), educating others

sustainability Recycling

id 31

workplace I save all paper that is used only on one side and is still in good condition. Then, I re-use it for printing drafts of things like manuscripts or meeting agendas. Then after re-using, I recycle it of course.

sustainability We are trying to use the web/email as much as we can rather than using paper copies of things.

integration My students researched the topic of making NMU a more "green" campus. Their studies included researching what other campuses have been doing to this end.

id 32

workplace Reusing the back side of paper

id 33

workplace 1) Attempting to limit paper usage. 2) Making sure office lights are turned off at the end of the day. 3) Serving as a member of the University's Environmental Committee. 4) Updating staff and student leaders on campus activities pertaining to sustainability. 5) Chairing the Student Sustainability Committee.

sustainability 1) Contributing to efforts to have renovated buildings LEED certified. 2) Considering ways to reduce energy consumption throughout campus housing units.

id 34

workplace Recycling paper, cardboard, foil, aluminum, glass, plastic in the new recycle container. Trying to reduce printing. Turning off lights when leaving my individual office for a meeting elsewhere.

sustainability Trying to reduce use of paper by working towards "cleaner" mailing lists; trying to eliminate mailings that might duplicate/overlap a same printed piece. Turning off lights in spaces that aren't used constantly.

id 35

workplace I use the new blue bin that was given to me to use for single sort recycling and that has been very beneficial.

sustainability I know that in our department we all recycle as using the blue bins and in other ways with toner cartridges and such

id 36

workplace recycling paper, plastic and glass products, properly disposing of hazardous materials

sustainability recycling paper, plastic and glass products, properly disposing of hazardous materials

id 37

workplace Recycling, but also being much more aware than before of what I purchase, how much I use and what I discard. I also have scrap pads made from outdated hand-out sheets or sheets of paper that would normally end up unused and in the garbage (nothing confidential). I take it to Printing Services and they cut and glue them into pads. Though they have printing on the back side, they come in very handy at work.

sustainability We had half of the fluorescent light tubes taken out of our office and have not missed them at all, even through the winter.

id 38

workplace Recycle \* Recycle \* Recycle

sustainability Pretty much the same.

id 39

workplace Printing less, recycling as much as possible.

sustainability Nothing that I know of.

id 40

workplace Using my blue recycling bin!

sustainability We plan to start using recycled paper for our upcoming mail pieces this year.

id 41

workplace Recycling as much as possible. Limiting photocopies and when I do, I copy back to back to save paper. Turn lights off when not in my office. Recycle paper in office by making note pads from old paper.

sustainability Encourages recycling. Uses email instead of print copies when possible. Conservation of office supplies. Use of electronic resources rather than paper when possible. Also, we are moving toward online professional development rather than traveling to reduce costs.

id 42

workplace In addition to using my office bin to recycle paper products, I have a very large collection of items in storage for use in our children's programs (coffee cans, oatmeal containers, egg cartons, paper towel tubes, plastic juice bottles, empty boxes, crystal light containers, etc.)

sustainability Our department recycles paper used on one side by having printing services make note pads for our use. We use regular coffee cups daily and for participants of workshops, meetings, etc. rather than Styrofoam

id 43

workplace I recycle my paper and my printer cartridges. I also shut off my lights when I leave my

office.

sustainability I'm not sure.

id 44

workplace I recycle

sustainability encouraging everyone to recycle

id 45

workplace I recycle all paper and plastic. I shut lights off when I'm not in my office. I've used the battery recycling containers in Hedgcock.

sustainability We recycle quite a bit and make an effort to shut lights off when no one is in a work space.

id 46

workplace Shutting off lights and recycling paper

sustainability Conserving energy, new cleaning products that are environmentally friendly, etc.

id 47

workplace Using recycle bins.

sustainability Collecting used ink cartridges and using recycle bins

id 48

workplace Recycling batteries, paper and print cartridges.

sustainability Recycling batteries, paper and print cartridges

id 49

workplace I avoid printing anything unless it is really necessary and I recycle.

sustainability Our department, Administrative Information Technology, is no longer centrally printing reports or labels for any campus department. If a department wants to print something they have to do it on their own department printers. We have worked with departments who receive a lot of paper documents (HR, Financial Aid, Admissions, Student Records) to get all of their documents scanned into the university's document imaging system. Also if a department needs to retain a computer generated report for a period of time, we can output the report to the imaging system so that it never has to be printed.

id 50

workplace Always recycle paper, plastic and glass. Turn my lights and radio off when leaving my office for a short time.

sustainability Trying to turn as many functions as possible into "paperless". We rely more on email vs. paper mail when possible

id 51

workplace Walking to work. Recycling paper. Photocopying on both sides. Turning off lights when not in office. Using non-flushing toilets (waterless urinals).

sustainability Walking to work. Recycling paper. Photocopying on both sides. Turning off lights when not in office. Using non-flushing toilets (waterless urinals).

id 52

workplace I recycle, recycle, recycle. I continually remind my colleagues to use the recycle boxes.

sustainability We encourage use of the recycle boxes. We try to purchase items that are packaged in a

green-friendly way.

id 53

workplace Recycle all the standard items: paper/cans. Now we have a new bin, so I can add to that. Also, I bring magazines in periodically for the program to send them to MGHS.

sustainability I don't know.

id 54

workplace recycling, trying to read some documents online instead of printing everything out, using a real mug instead of disposable cups.

sustainability recycling

id 55

workplace recycling paper re-using paper printed on one side recycling cans Being budget conscious

sustainability Recycling paper

id 56

workplace Using recycling bins, printing in toner saver mode, reusable pencil, trying to take steps vs elevator

id 57

workplace recycling paper in office and in lab

sustainability recycling paper / reusing office supplies / recycling printer cartridges

integration placed a recycle box in lab for students to use and informed students

id 58

workplace Using the paper recycling opportunities

id 59

workplace Not much. I re-use bottled water bottles several times, but not much else.

sustainability Not much. We use the recycling bins and buy biodegradable or post-consumer recycled products when possible

id 60

workplace I recycle. I make every effort to purchase materials that are environmentally friendly when that option is available to me and I make it a point to pay attention to packaging of equipment and materials I purchase.

sustainability Beyond recycling and a general awareness of trying to conservative with electricity, etc., not much. However, we have it in our department's proposed 2008-09 AQIP goals to begin converting all official NMU publications to more environmentally friendly papers and (if we can find them) non-toxic varnishes for cover printings. We also have discussed having someone from the Facilities area come in and do an energy efficient evaluation of our physical area to see if there are things we could change to make us more efficient.

id 61

workplace Using an NMU mug instead of disposable containers. Recycling paper waste Appropriate disposal of batteries and electronic equipment Using the waterless urinal Printing less, keeping records electronically. Using online books, magazines and reference material.

id 62

workplace recycling  
id 63

workplace recycling paper, plastic, and tin walking to work more often making my own coffee and using my own mug  
sustainability recycling paper and duplicating supplies  
id 64

workplace All student work, including exams, is submitted and returned graded by email, so there is never ever a piece of paper used in the course.  
sustainability I do not know. I am an adjunct and do not have a role in this.  
id 65

workplace Not adopting the newest editions of textbooks every two years.  
sustainability Giving away and recycling books from faculty offices.  
integration Classroom discussion.  
id 66

workplace Recycling Using online memos  
sustainability Recycling, Putting syllabi, handbooks etc. online  
id 67

workplace Keeping up to date on recycling hazardous waste items like ink cartridges, batteries, etc. from my office. Trying to minimize paper use.  
sustainability Recycling hazardous wastes from the lab.  
integration Energy efficiency is a normal component of the course content I teach (HVAC). I've tried to incorporate more alternative energy topics in my course content (including building products, etc.)  
id 68

workplace Recycling, single sort program  
sustainability Utilizing biodegradable disposable dishes, and utensils. Food waste pulper installed to reduce volume of trash. Recycling used anti-freeze, oil and batteries. Composting trees, grass and plant matter.  
id 69

workplace Recycling paper, toner cartridges, reusing boxes, turning scrap paper or outdated paper into note pads  
id 70

workplace I have ALWAYS put paper into recycling, but now that we have the availability of recycling more in one receptacle, I'm also putting plastic into the NMU recycling stream.  
sustainability We're trying to be more efficient with how much paper we use, using computerized communication methods rather than paper. We're also trying to be more aware of lighting issues.  
integration I include this as a topic related to organizational citizenship in my organizational behavior classes, and DEFINITELY include it in a big way when I teach Introduction to Business.  
id 71

workplace Recycling, phasing out the use of bottled water, recycling inkjet cartridges and batteries. I also manage travel and appointments to minimize fuel costs. I also use a paper reduction strategy. I meet with students on sustainability as well as with community members. I also use teleconferencing more and I've not turned in my old laptop. I also switched to a more efficient car (mpg) and will use ethanol 85 as often as I can find it.

sustainability Much of what you read above is office wide. Managing my schedule and my visits is a key issue that has reduced fuel costs considerably. This topic has also been part of a number of public presentations as well as being included as a key part of the university's future plans in many units.

id 72

workplace Batteries are dropped into drop off spots. Recycling boxes are used. Water bottles are filled using water fountains Using biodegradable washing products Organic foods are purchased when possible

sustainability Supporting the Recycling boxes and pickups Battery drop off points and pickups are supported

id 73

workplace I am using the new "NMU We Recycle" containers in my office.

sustainability We recycle ink cartridges, paper, batteries, and plastic pop containers.

integration I use electronic course syllabi

id 74

workplace

sustainability

integration The Woodworking and Furniture Design areas of concentration in the School of Art and Design primarily use wood as our main media. Wood is obviously a renewable resource. The bulk of the wood used in our classes is locally grown species such as oak, maple, ash, and birch. I either harvest logs myself or buy from local mills to reduce transportation costs. I also emphasize the low environmental impact of using shellac and wax finishes.

id 75

workplace I conscientiously use the recycling containers provided. As much as possible, I keep electronic copies instead of printing everything out in hard copy. I do as much grading as I can electronically except for long formal papers which I have to print out to check formatting etc.

sustainability Nothing other than recycling as above.

integration No, it does not fit with our curriculum well except as an issue for health care facilities over which we have no control.

id 76

workplace Recycle, turn off lights when I leave a room

sustainability Recycle

id 77

workplace Carefully watch resources, recycle as much as possible, turn off lights.

sustainability Conserve resources and energy, and participate in recycling program

id 78

workplace put paper in the paper recycling bin

sustainability nothing that I am aware of

id 79

workplace Almost 100 % digital, use the web for all syllabi material, create own pages, store notes on a class server for all courses, courtesy of our dept. (would otherwise use Webct) All meetings (at least three Univ, committees, many dept. committees) use of all digital files, only time a problem, if laptop used often, without power source if battery, runs low. Recycle all paper, plastic, etc. Order supplies in bulk, reduced shipping containers Turn off lights when not in use Put computer to sleep mode when not using

sustainability •Recycling, all print cartridges, excess paper •hand dryers in the restrooms •provides laptop, server storage, software, so less is done through photo copies •most all communication through e-mail

integration \* as already mentioned all course material supplied through custom web sites \* course reference and reading on-line, e-book or through digital library sources \*course content includes green and sustainable content every level, where applicable

id 80

workplace Encouraging my staff to use Instructional Media Services' reusable mugs when they go down to Starbucks for coffee products instead of wasting containers that will end up in the garbage.

sustainability We recycle what we can. I try to minimize what needs to be printed on paper and try to rely on electronic documents whenever possible.

id 81

workplace recycling paper and cardboard.

sustainability we have recycle dumpsters and used battery receptors in place.

id 82

workplace recycle all products possible; print on both sides; print quiz answers on back of quiz before returning

sustainability

integration never use new paper for scratch during tests

id 83

workplace I'm conscientious about using the recycle bins, (and I was even before this was an AQUIP project.) I try to include this issues in courses where I think it will fit in.

sustainability We have the recycle bins around near the printer

id 84

workplace recycling paper, plastic, glass, conserving electricity

sustainability recycling paper, plastic, glass, conserving electricity

integration We are having students reuse consumable products in our laboratories

id 85

workplace In the print and painting classes we use vegetable oil for cleanup and recycle all cotton canvas scraps to be used in the making of paper in our print studio. This would be all the



AD120 thru 420 drawing and painting classes and the studio sequence of printmaking classes starting with AD115.

id 86

workplace I use electronic distribution of syllabi, assignments, etc. whenever possible. I also recycle.

sustainability Encouraging electronic means rather than photo copying when possible.

integration In distribution of course materials, whenever possible.

id 87

workplace I try to use less paper and always back up handouts. I tell people about our solar home and the importance of simplicity.

sustainability They encourage us not to over Xerox.

integration Only in so far as I teach that "Things will never make people happy

id 88

workplace Recycling paper, bottles, cans. Walking rather than driving whenever possible. trying to reduce the amount of paper being used.

sustainability Trying to reduce amount of paper used.

integration Teaching about ecology, impacts of our activities on environment.

id 89

workplace I print off documents on the back side of scrap paper from old papers when able. I recycle my printer ink thingies. I recycle into the green box when I can.

sustainability Not sure

integration I used to mention it in a foundation course I have and when applicable I mention it to the pre-nurses I have now. I cover things like reducing linen re-use and so forth.

id 90

workplace recycling some paper and bottles

sustainability they have recycling bins

id 91

workplace I try to be sure that equipment in my labs that's not being used is switched off, and that the fume hoods are left closed. I do my printing and copying 2 sided in order to conserve on paper. I also keep my computer peripherals (printer, monitor) plugged into a power strip, and switch it off when I'm not in the office, as those things draw power even when not "on".

sustainability Well, most people seem to recycle. One change that I'd like to see is for our department (and NMU in general) to start buying office paper that is at least part recycled, not 100% virgin fiber.

id 92

workplace I make a modest effort to separate out recycle able paper and put it in the proper bin.

sustainability The department has long had a pop-can collection bin that is a fund raising source for the student association

id 93

workplace I am using the new bin and reusing the handouts that are printed that not immediately

used.

sustainability We were handed out the new bins and told how to use them.

integration Working on service learning assignment with my students--and if projects come up that involve this, I will continue to do so

id 94

workplace Recycling as per normal university procedures

id 95

workplace Recycling reduce paper use through posting info. online

sustainability same

integration I have not intentionally done this

id 96

workplace I recycle paper, plastic, and glass, although I have to take the plastic & glass home for curbside pickup. I also turn off lights in unused classrooms.

sustainability I've requested that they recycle.

integration I encourage students to recycle.

id 97

workplace Recycling paper products, recycling used printer cartridges, making better use of electronic files (reducing paper)

sustainability Same

id 98

workplace recycle with provided bins (almost everything). Less paper use.

sustainability Recycle. Student information. Some emphasis in majors that it is related -- as pertaining to the academic emphasis

Very basic things. Turning off lights and machines when they are not needed. Recycling paper, books, and materials. NOT using Styrofoam containers, bringing lunch from home, bring water from home to drink instead of buying plastic bottled water. Not using chemicals to clean my office. I am retiring so I will not have to drive for 45 minutes one way to work every day. That is at least 1 1/2 hours on the road on a good day every single work day. Be happy, less carbon output. Personally, I live on a farm and have many acres with greens and trees so I do offset some of my carbon footprint pollution.

sustainability Not sure that much is being done as a unit. No comprehensive plan to contribute that I know of. They are overloaded with too many plans and reports and paperwork already to be deeply concerned about this issue as a whole department. That is too bad because every planetary citizen should care. The workers are too numb with overloaded work and more pressing issues to care too much or even notice what things they do consume in more resources than are needed. They aren't really even communicating with each other due to the stress. Sustainability might also have to do with sustaining health and well-being in the faculty and workers. Overwork, meanness to each other and no exercise does not help them. That won't sustain NMU. In our area (health care) there is much waste generated, toxic pollutants and green issues should be key. Even dealing with toxic relationships would be good or essential to sustainability.

integration In my courses we learn about environmental issues and how they affect health and well-

being. We learn about how much excess Americans consume compared to the world's population. We learn about green health care and changes that can be made in the health care system to be environmentally friendly. We explore the role of the student as a member of the society to take responsibility (especially personal responsibility) and be leaders in making changes happen in their profession, at their workplace and in their neighborhoods, city, etc. We learn about resources and organizations that promote green health care and sustainability that they can use when they graduate. We discuss the mandate for concern with environment as promoted by their own prominent professional organizations. We read key professional documents discussing environmental issues and related professional principles underlying their practice (like the precautionary principle). We go from very general to specific guidelines for identifying illness clusters related to environmental causes based upon investigation of complaints and using statistics. I ask them what their most prominent environmental concerns are. We review some prominent concerns: for example acid rain, hole in the ozone layer and I always have to give a thumbnail sketch of what causes them (what biological process is happening). It is amazing what the students do not know about these issues and the myths or misconceptions they have. We discuss the arguments for and against the concept of global warming as a man-made phenomenon. I let the students draw their own conclusions after the discussion. I just present the arguments. The students calculate their carbon footprint as a means of opening their eyes to their pollution contribution. They always are surprised and like what they learn from that. We explore values that might contribute to excess consumption (e.g. Do they need to have two socks that match or can they wear any socks together? New car, old car?) I will be retiring and certainly cannot guarantee that anyone else will discuss these concepts in the future in the courses that I currently teach. Students in our area have a hard time knowing how this focus on the environment applies to them as a professional but I work hard to help them get this concept. I am tolerant in allowing them to think I am weird and off base if they can't fathom it. I am in Nursing. By the end of the course some of them see how it relates to being a leader in Nursing or in community/public health as the environment truly is a major metaparadigm concept for nurses. We did jump start our profession with Florence Nightingale who was keenly concerned with the environment in hospitals, during war time, etc. in promoting healing and well-being. Her view was that the nurse's role was to provide the environment wherein the person's own body could do the healing. I wholeheartedly agree with that idea. Others I work with are more concerned with physical complaints of humans and may not focus on the context of human-environment interactions that set the stage for health and well-being. At this point our entire planet needs healing and there are not enough resources on or in the planet for everyone in the world already born to live like we are living. Yet, many admire our lifestyle and the material goods we possess. They want to live this way. This will create dysfunction on the planet and no doubt wars based upon consumption "needs." Moreover, a sick planet will only exacerbate illness in humans. If nurses don't care about the environment, I don't know who will. Rather than being solely reductionist and illness oriented they need to expand that vision to holism and see what human-environment interaction patterns promote health and wellness rather than waiting to treat specific illnesses after the fact (too late). Sustainability is a 24/7 concern. My opinion but then again, I do think differently from my colleagues. Differently enough, it is time to move into truly healing work in another environment. Sadly, the energy in my unit is too toxic here at NMU. NOT a sustainable environment for health and well-being.

This area of sustainability needs to be addressed within NMU to promote healing environments for workers who are overworked. A disappointment to me as I am a Wildcat through and through. I like NMU. Just don't like working in my unit as it has evolved to its current function/dysfunction and emphasis on production at the cost of health and well-being. Not the fault of any one person, just the result of many forces out of control coming together to make for a bad environment. No one intervenes to stop the madness! Just say 'No' to this focus on productivity and not on the journey or health of the workers, please. Our workers are suffering.

- id 100
- workplace using the recycling bin and battery recycling containers. Walking to work when weather permits.
- sustainability Looking into recycled paper and printing options for university communications and marketing pieces. Reducing paper use by doing more things exclusively on the Internet
- id 101
- workplace recycling paper, reusing printer paper
- sustainability recycling paper, reusing printer paper
- id 102
- workplace Sending electronic documents vs. printing unless absolutely required. Printing two sided documents when possible
- id 103
- workplace Walk or ride my bike to work.
- sustainability Not sure.
- integration Sustainability is a common theme in many of our classes and at least faculty member is planning to teach a course focused entirely on it
- id 104
- workplace Recycling paper products in my office; using air dryers in the bathrooms to avoid paper towels; turning off lights when rooms at not is use; reducing copying by using electronic communications;
- sustainability same as above
- integration I ask students to use electronic communications for almost all assignments; teaching online courses
- id 105
- workplace Recycling, turning off lights when leaving my office or another room.
- sustainability Promoting recycling and energy conservation.
- id 106
- workplace I have recycling bins in my apartment that I regularly take out to the all building recycling bins.
- sustainability Housing has taken many steps to help increase recycling within the halls, including new recycling containers on each floor, a recycling bin in each room, and recycling mugs given to each of the residents at the beginning of the year.
- id 107

workplace Turning lights off or down. Recycle tons of paper.

sustainability Nothing.

id 108

workplace I am currently ordering as many eco-friendly items as possible. These products range from paper goods through my cleaning chemicals.

sustainability See above. We have worked closely with many of our purveyors to come up with new lines of products to follow through on making our unit as sustainable as we can.

id 109

workplace Instead of putting all paper into the recycling bins, I store it in a separate bin under my desk and order scratch pads from Printing Services - I get one more use out of the paper before it goes into the recycling bin! I also inform and remind our students and staff of new recycling efforts on campus - such as the new recycling bins and battery containers now available.

sustainability We are looking into putting power strips in each office for energy conservation purposes. We will then encourage our students and staff to "turn off" their work stations at the end of each day.

id 110

workplace I try my best to add paper products to the recycling bin rather than putting it into the trash. I also shut off my office lights when not in the room.

sustainability We recycle most of trash that can be recycled

id 111

workplace

sustainability

integration Hopefully people are not doing this as any changes to the curriculum should be made through the Committee on Undergraduate Programs and the Senate.

id 112

workplace Recycle office paper, plastic, glass and cardboard. Encourage others in the unit to do the same. Purchase eco-friendly supplies. Recently joined NMU's Recycling Committee.

sustainability Because we are a retail outlet for campus we look for opportunities to purchase eco-friendly merchandise for resale. For example we will be leasing a machine that refills ink jet cartridges using water based inks. Our shopping bags are made from 50% - 70% post consumer recycled plastic and imprints with water based inks. A growing number of products are made from recycled materials.

id 113

workplace Recycling paper and as many products as possible. We use electronic versions of documents as much as possible. It is nice to have the "everything goes in one bin" system!!

sustainability Using much Web Work and electronic assignments/documents.

integration No instruction given to students about it.

id 114

workplace Recycling office materials, batteries etc

sustainability same

id 115

workplace I live close to campus so I walk or ride my bicycle to school as the weather permits. I make handouts and extra material available to students as electronic files as often as I can.

sustainability Using electronic files for dissemination of information

integration Yes! As a photography instructor, I show and discuss images that deal with the devastating landscape of human waste particularly the images of Edward Burtynsky, Robert Adams, Richard Misrach, Mark Klett etc.

id 116

workplace I recycle waste products such as paper and plastics. I also tend to reuse things whenever possible--such as file folders--I simply change the labels. I am not a big consumer, so I tend not to order a lot in the way of office products. I make do with what I have. When a room is not being used the lights are turned off. I tend to make a lot of common sense decisions to economize.

sustainability There have been no "green" choices/education to staff as far as I know. No one has talked about the concept of sustainability. Our only information has come via the custodian when the recycle bins were distributed

id 117

workplace I recycle within my office; I try to walk instead of drive as much as possible. I encourage others to walk or at the very least car pool when going around campus. I turn off lights as much as possible.

sustainability Recycling, turning off lights, trying to have as little carbon footprint as possible

id 118

workplace I use material recycling bins and turn off my office lights when I leave for more than 1 hour.

sustainability Recycling containers are in each class room and lab area. We also restrict our purchasing to what is needed as opposed to bulk purchases for materials that have a limited shelf life or require hazmat disposal.

integration Sustainability has always been part of our culture of keeping costs down for ourselves, and when our students graduate, keeping costs down for their customers.

id 119

workplace Using the recycle bin next to my trash can.

sustainability Using electronic processes vs. paper reports

id 120

workplace recycling paper and other items

sustainability providing recycling containers

integration I have encouraged my students to integrate recycling into lesson plans as it is appropriate. I also encourage them to carpool to our field experience sites.

id 121

workplace recycling paper

sustainability recycling

id 122

workplace Obviously, recycling whenever possible. Copying back-to-back whenever possible. Reusing available waste paper for scrap.

sustainability We have adopted a paperless software program to cut down on printing and copies. We have many recycling bins available throughout our workspaces. One thing we could do to help train our student assistants as well as promote reduction is actually shut off computers and monitors at the end of the night, but our policy is clear that we are to leave them on.

integration A suggestion from a staff person: currently when students photocopy, there is no financial savings for printing back-to-back. Perhaps charging per piece of paper rather than per printout would encourage students to save money by saving paper. Also, there is no way to print back to back currently although that technology is readily available

id 123

workplace Recycling paper and other items including batteries.

sustainability Don't know. I know that we have received new baskets for recycled items