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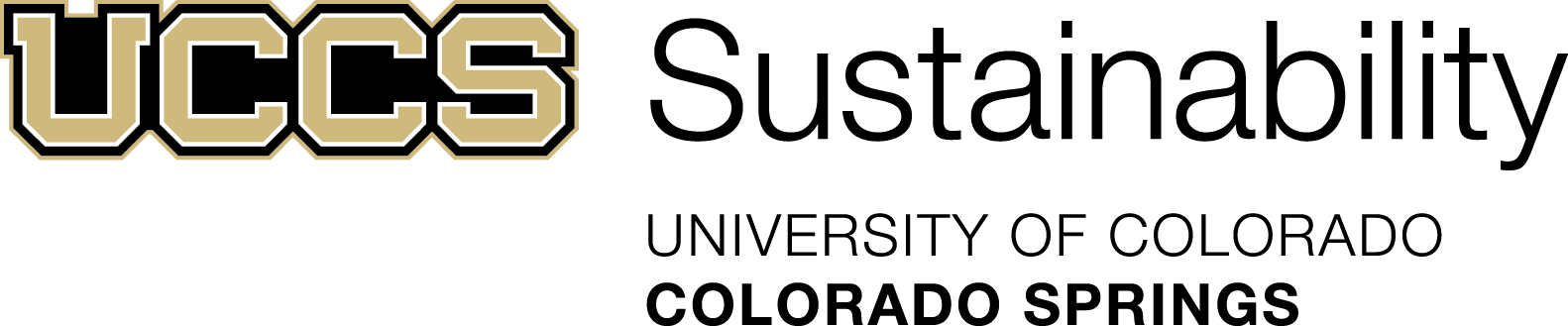
**Office of Sustainability (OS)**

**STRATEGIC PLAN**

**2017-2021**

**Contributors:**

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**DEPARTMENT PROGRAM REVIEW PROCESS OVERVIEW**

During the Fall of 2015, a new program review process and cycle was developed for all Administration and Finance units. The goal of this new process includes developing better workload management processes to assist department heads and staff in assessing unit progress and making improvements. In addition, this process is intended to create greater operational consistency across the division, while allowing for some flexibility based on the wide variety of department function. After completing a self-study, VCAF units incorporated stakeholder feedback in the form of a campus review done by the Division Assessment Committee, which is comprised of student, faculty, and staff representatives from within and outside the division. In addition, departments could choose to include an external review component, and incorporate existing assessment efforts, as well as any relevant national standards and/or benchmarking tools. All of these components informed each department’s strategic goals, which are targeted for completion during the next four years.

**OFFICE OF SUSTAINABILITY INTRODUCTION**

In 11 years, since the office was established with one full time staff member and no dedicated budget, housed within Facilities Services, the office has grown to a force of 3 full time staff and 10-12 students now located in a stand-alone Sustainability Demonstration House. Numerous programs and initiatives have been added and it is fair to conclude that the office has contributed significantly to the university being recognized nationally as a high performing leader in the field, providing significant cost savings for the university, and providing excellent learning engagement experiences for numerous students.

The Office of Sustainability has consistently grounded its efforts in supporting the mission and strategic plans of the university as well as three UCCS sustainability strategic plans and the UCCS Climate Action Plan. The Office sees its role as facilitator and resource for the successful integration of sustainable practices and processes into functional units on campus. We also work to change student and campus community culture, and support academic programs. Finally, we support and integrate the sustainability efforts of the Colorado Springs community to benefit our campus community and to improve our larger environment.

In national professional sustainability circles, offices such as ours have been referred to as the Departments of Change. This refers to the change management vision and expertise required to effectively and continuously move the institution forward toward greater sustainability. Our office, if successful, highlights and celebrates practices that are already being done sustainably as well as identifies other behaviors or practices that need to change

By necessity, the Office approach has been to follow the energy and opportunities both within the university and externally. For example, when food service on campus was under corporate management, there was little opportunity to pursue local food or other sustainability practices. When the campus transitioned to in-house food management, with involvement and support from our staff, significant opportunities were created and the Sustainability Office became increasingly involved with food programs. Externally, this is duplicated by the trend of renewable energy and intermittent support for financing programs and regional rules, which affected when our office could move forward on campus projects and when we decided to put them on hold. With a relatively new field of sustainability and continuously changing approaches and technologies, the Office must be nimble, innovative, flexible, and collaborative. Our staff must effectively incorporate specialized and often-changing expertise as well as professional experience in the field of sustainability for the office to continue to add value in leadership, strategic planning, and program execution. We also need to ensure that our structure and planning supports the growth of the university.

The Office approached this assessment process as an all-inclusive review, seeking input from all three full time staff members and ten student employees. Student employee supervisors collected verbal input from team members, which was then shared in four two-hour meetings. We reviewed all of the provided assessment categories in an honest and open dialogue, each staff member rated our progress in each area, and provided detailed comments to justify their ratings. All items in the rubric were averaged for final scores of from 1 to 5. The group determined important themes, areas of strength and areas for opportunities, performed SWOT analysis, and developed action steps. We also engaged an external reviewer, Dave Newport, Executive Director of the CU Environmental Center, to provide further insights and alignment with national best practices for higher education sustainability offices.

As a result, our team better understands how our office functions and we learned key takeaways from each of the eight categories to improve our operations.

**DIVISION MISSION**

As a partner in learning and through the stewardship of resources,

the Administration and Finance division provides innovative programs and services

to support the student–centered mission of the University

**OFFICE OF SUSTAINABILITY MISSION AND VISION**

**Mission**

The UCCS Office of Sustainability will demonstrate excellence in providing knowledge, solutions, and leadership toward further sustainability progress for the university and support corresponding efforts in the Pikes Peak Region.

**Vision**

The UCCS Office of Sustainability supports the UCCS Sustainability vision and mission to establish the university as a recognized leader in sustainability and climate action in campus operations, campus culture, curriculum and co-curricular education, student recruitment and retention and success, and in the greater community.

Sustainability and Climate Action

Sustainability is defined as “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs” (Brundtland Report, Our Common Future, 1987). Climate Action refers to education and pursuing greenhouse reduction projects in support of the UCCS signed American College and University Presidents Climate Commitment (2007).

Campus Operations

The office will provide support, knowledge and leadership to address goals in the UCCS Sustainability Strategic Plan 2012-2020 and the UCCS Climate Action Plan regarding greenhouse gas emissions, energy, water, resource management, food, new and existing buildings, transportation, procurement, waste and the natural environment.

Campus Culture

The office will support processes and practices, as well as strategic planning, which institutionalize sustainability and climate action within administration, faculty, staff and students, via training, events, and relationship building.

Curriculum and Co-curricular Education

The office will support sustainability education, to include the Compass Curriculum and Sustainable Development Minor, by sharing knowledge, providing experiential opportunities for students, developing and maintaining an excellent Sustainability Demonstration House, and assisting with further education of staff and faculty.

Student Retention and Success

Through student jobs, volunteer positions, independent study, internships, and academic projects, the office will provide sustainability knowledge, leadership and professional skills, and mentorship to help students to become part of a responsible global citizenry.

Greater Community

The office will collaborate with educational institutions, organizations, government entities, and individuals in our region and outside to include modeling best practices, sharing resources and strategies, and supporting efforts that increase sustainability.

**OFFICE OF SUSTAINABILITY CORE VALUES**

Trust and respect for every individual.

Teamwork and leadership.

Alignment with the goals of the institution.

Partnership with faculty, staff, and students.

Contribution to the academic excellence of the university.

Stewardship of the built and natural environment.

Proactively serve all stakeholders.

**STRATEGIC ADVANTAGES**

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| As part of the assessment process, the Office undertook a SWOT analysis. Strengths and Opportunities are listed here under Strategic Advantages. Weaknesses and Threats are listed under Strategic Challenges.  Strengths   * Approach is positive, celebrating successes and nudging respectfully on practices that need to change. * Significant experience in developing and managing engaging educational events and programs. * Staff is knowledgeable, skilled, and passionate about sustainability and invested in solutions for the University. * Staff has strong knowledge of and experience with university processes, stakeholders, governance bodies. * Progress and successes contributes UCCS leadership in sustainability, locally and nationally. * Strong relationships and successful collaborations with many UCCS departments. * Historical cost avoidance and savings to university by investing the Energy Performance Bond into retrofit projects. * The Sustainability Demonstration House is an excellent physical space to expand programs and reach more students, faculty, staff, and community with sustainability education. * Numerous and diverse students are positively impacted through employment, volunteering, independent studies, internships, and class assignments, which contribute to learning, experiential education, and retention. * Strong relationship with campus Sustainability Committee and faculty to work on student projects. * Consistent tracking of successes, providing UCCS with many leadership and award recognitions for excellent performance. * Guiding the University to be on track for meeting 2020 goals for Climate Action Plan; provide consulting on 11 LEED Gold Certified building projects (and counting); support students and faculty in fulfilling sustainability as a General Education Curriculum requirement; support the Farm, Greenhouse, and the Sustainability Wellness and Learning (SWELL) initiative, programs, and activities. * Solid program in waste diversion with recycling, compost, electronics, cardboard baling. * Strong Colorado Springs community support which results in donations of materials, skills, and goodwill.   Opportunities   |  | | --- | | * Transition to more consulting and educational role. Broker partnerships to get projects institutionalized instead of doing them ourselves. * With transfer of recycling and waste to Physical Plant, the office can focus on educational and consulting efforts to improve diversion. | | * Hiring an energy engineer will help to identify additional energy and cost savings. * As more students are involved in sustainability coursework with General Education requirements, there will be exciting new projects to work with students to complete and support the academic mission. * There are additional opportunities for energy and water projects that will provide further cost avoidance. * Sustainability Demonstration House can provide many opportunities for experiential student, campus and community engagement. * Establish stronger collaboration with UCCS marketing efforts for communicating successful student experiences and recruiting new students. * Provide more innovative sustainability education and explore other creative collaborations, such as with the Bachelor of Innovation program. * Dedicated IT support on key projects that the division has identified as crucial to our meeting our mission and vision. | |  | |

**STRATEGIC CHALLENGES**

Weaknesses

* Sometimes asked to improve and be accountable for areas that we do not have under our control. Because sustainability is relatively new, the office by necessity has fulfilled the role of “everything sustainability” for the entire campus.
* Too many operations and service activities on our plate; e.g., recycling and waste contract, cardboard, zero wasting numerous events.
* Sometimes too busy to effectively communicate message and key performance measures consistently to the campus.
* Heavy reliance on students – turnover and graduation contributes to inconsistency in pacing and meeting goals.
* Too many events, which are very time consuming pull us off other programs and projects; stronger partnerships needed with more support from other departments to make these events successful. However, events are an effective way to reach larger number of people with our message.
* Lack of skills for some projects or programs we are asked to direct; e.g., energy engineering.
* Lack of dedicated funds to make continued investments in energy and water retrofit projects.
* Need a stronger strategy for collaborating with Residence Life, a key audience for our message. It is also one of the fastest growing areas of the campus, which means that they are very busy and often unable provide resources for us.
* Technology needs have outpaced our staffing growth, including dashboards, websites, weather stations, photovoltaic systems, metering, and more. Without additional IT support we may need to scale back or abandon some of these efforts.

Threats

* Number of students seeking assistance with sustainability projects and academic support is growing significantly, which is starting to take staff away from regular programs and projects; nevertheless, it is important to provide academic support to students.
* Different perceptions on campus of how the OS should focus its efforts.
* Lack of a formal committee tasked by, and including, administration to meet sustainability and climate goals. This committee should be chaired by somebody outside of the OS.
* Levels of overload among staff on campus are significant and sustainability is often seen as one more thing that must be done, which can make it challenging to pursue new programs and change behaviors.
* Many people on campus still do not understand sustainability as a deeper concept than recycling or the ways in which it relates to their departments or work.
* Change in university leadership - unknown direction with regard to sustainability.
* Green Action Fund Fee is up for a vote in 2018. If it does not pass, it will limit sustainability projects and student engagement in this area.
* The campus Sustainability Committee is a faculty committee of the Faculty Assembly, which limits its influence on operational areas of the university,

**OFFICE OF SUSTAINABILITY STRATEGIC GOALS**

**PROGRAM REVIEW CATEGORY(IES): MISSION AND LEADERSHIP, SERVICE/OPERATIONS,INNOVATION AND TECHNOLOGY**

**Goal 1.1: Sustainability office continues to develop and utilize a strategic plan to guide programs and activities of the office.**

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| Action Steps and Timeline | Individual(s), committee or groups assigned. | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Transition waste and recycling contract management and collection responsibilities to Facilities Services. OS will provide tracking and education service and will keep cardboard and small electronics recycling for the near future. | Linda and Kimberly to provide guidance and training to Jeff Reed. | By June 30 |  |  |  |
| Determine if energy management will continue to be a function of the OS or if office will support professional engineer within Facilities Services in this role | Gary Reynolds, Susan Szpyrka will need to communicate plan to Linda Kogan | SO will plan according to outcome of decision. |  |  |  |
| Determine, based on technology needs assessment, collaborations, and leadership goals, what OS will continue to pursue with regard to dashboards, metering, apps, weather stations, etc.  (How does this fit our education, tracking, and energy reduction goals? What partnerships and authority are needed to be effective?) | Kevin and Linda to share technology needs assessment with Gary. | Gary, Carlos, Kevin and Linda to decide strategy for dashboards in Housing. | If dashboard program continues, incorporate into OS Strategic Plan |  |  |
| Achieve clarification of the role of the office to directly support academic mission including class projects, independent study, curriculum and assessment development | Discussions with Compass Curriculum, Provost, AVCAF, Campus Sustainability Committee and OS staff | Track data on current OS support levels. Articulate value regarding retention, student engagement, mission of UCCS, etc. Identify challenges and needs. | Determine plan for best supporting academic sustainability engagement on campus. | Implement plan. |  |
| Clarity in goals of Campus Sustainability Committee and understanding of what responsibilities they will take on to support campus goals and STARS. | Linda, Kevin Nanna and CSC to determine goals for CSC | Linda provides update on Plan Progress and STARS, makes suggestions for areas of focus. Committee selects areas of focus 9/2017 | Campus Sustainability Committee or potentially another body tapped for update of Sustainability Strategic Plan. |  |  |
| Explore official designation of committee or advisory board for sustainability (to address issue of OS attempting to achieve all of the goals of strategic plan in areas in which they have no control) | Leadership team discussion needed along with communication with Campus Sustainability Committee | Determine whether an official committee is needed, implement if approved; determine function and oversight details. | If committee approved work with this group to determine working relationship, areas of responsibility, etc. | Continue to improve collaboration with this group. |  |
| Participate in new UCCS Sustainability Strategic Plan |  |  | OS Staff to initiate – gather stakeholders | Ongoing work on plan | Completion of plan |
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| Outcomes | How will progress be measured? |
| Clarity in direction for OS with regard to energy management | Energy Engineer position will be created and funded. Dedicated funding for projects will exist or OS will move in a different, as yet to be determined, direction. Will be reflected in update to Office of Sustainability Strategic Plan. |
| Clarity in direction for OS with regard to supporting academic sustainability engagement projects. | If we continue to support academic sustainability projects, impact will be documented. Additional position may be created depending on growth, or OS will pull back if another department will provide primary support. |
| Clarity in direction for OS with regard to innovation and technology support. | Technology that OS supports will be identified and communicated to stakeholders. If trend is one of growth, it will be supported by additional FTE either within OS or in IT. |

**PROGRAM REVIEW CATEGORY(IES): General Trends, Customers and Stakeholders**

**Goal 2.1: Build on efforts to institutionalize sustainability throughout the campus to support and exceed UCCS Sustainability Strategic Plan 2020 goals, increase performance on STARS, meet UCCS Climate action Plan goals, and Colorado Greening of State Government.**

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| Action Steps and Timeline | Individual(s), committee or groups assigned. | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| 1. Continue to strengthen collaboration between OS and Facilities Management with regard to energy projects, renewables, water conservation, waste diversion, buildings, and grounds.   (some of this depends on funding, staffing and direction of office) | Kevin Gilford, Linda Kogan, Kimberly Reeves, Jeff Reed, Rob Dougherty, Jeff Davis, Gary Reynolds | Ensure that Energy Matters meetings are held monthly, there is an OS representative at the OLT meetings each Wednesday. Results of projects are communicated. Kevin – lead, Linda second. |  |  |  |
| 1. Strengthen existing key partnerships with Transportation and Recreation Center for multi-modal transportation and mutually identify projects and events (Pedal Perks program, Bike Share program, Leave Your Car at Home, Metro Bus Pass, Zip Car, events and education) | Linda, Kimberly | Linda and Kimberly will create written plan with  Transportation and Rec Center – Skyler, Chris, Jim Spice, Matthew Broderick | Review previous year’s collaboration and adjust | Review previous year’s collaboration and adjust | Review previous year’s collaboration and adjust |
| 1. Revise transportation survey and ensure that it goes out to all faculty, staff, and students at least once per year. |  | Work with Sustainable Transportation and Institutional Research to revise survey. Conduct survey in September 2017 | Review and revise survey as necessary. Track progress from year to year to determine transportation footprint. |  |  |
| 1. Continue to develop new ways to partner with Housing – GPS Eco-Reps Course ( important for supporting Campus Conservation Nationals, Energy and LEED Dashboards, Move-In recycling, RA Training, Ditch the Dumpster move out, and general sustainability life skills) | Linda, Kimberly, and Kevin | Meet with Carlos Garcia, GPS, UCCSLead and Housing to plan | Launch program or some mutually agreed to alternative |  |  |
| 1. Strengthen leadership messaging around resource conservation on campus, i.e. Greening of the Office Program, Green Labs to achieve stronger participation, reduce costs and environmental impacts. | Venkat, leadership team,  OS to provide background for messaging, Deans | OS to develop messaging for leadership to deliver Fall Semester 2017 | Implement more GOTO audits, report on progress |  |  |
| 1. Communicate clearly to other departments the role of the Office of Sustainability as an educator and consulting office, and less of an operational unit. (i.e. zero waste - set clear definitions for when the OS can Zero Waste an event, conduct train the trainer, discuss added costs for services.) | Kimberly, Linda, Rob Dougherty, Mark Hayes, Chad Garland, Event Services, Dining and Hospitality Services, Facilities Services | Draft a collaboration document with clear expectations of roles | Review and assess collaboration and programs and adjust accordingly | Review and assess collaboration and programs and adjust accordingly | Review and assess collaboration and programs and adjust accordingly |
| 1. Reach out to all VCAF departments and offices to learn about their sustainability goal for each year and determine if/how our office can assist. | Linda, Kevin, VCAF | Determine goals for 17-18 by September 2018.  Determine if there are possibilities for assistance. | Highlight and celebrate sustainability achievements in these departments – multiple ways including annual Sustainability Summit | Repeat | Repeat |
| 1. Communicate progress, challenges, successes and stories through a variety of methods. Initiate internal annual sustainability summit for departments to report progress. | Kimberly reserved room for December 2017. Send save the date and expectations for presentations to appropriate departments. | Hold first internal summit, STARS | Internal summit, UCCS Sustainability Report | Internal Summit | Internal Summit, STARS |
| 1. Continue to improve the Sustainability Wellness and Learning (SWELL) program to reach more people and provide more local food | Nanna, Linda, Kimberly, Mark Hayes, Joel Bagley | Work on purchasing contracts with PSC.  Clarify MOU with Mark Hayes regarding Kimberly’s contributions to DHS. | Assist with education of Food Next Door to increase demand. Support Grain Literacy |  |  |

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| Outcomes | How will progress be measured? |
| 1. More departments on campus will have ownership of and consistent actions that support sustainability progress. | Review of departments’ year-end reports to determine progress on sustainability goals. Adjust as necessary for following year. |
| 1. Key relationships between OS and other departments will have defined goals, stronger boundaries and agreements of responsibilities, and more effective and enjoyable programming. | Review at midpoint and end of year with representatives from each department to assess and adjust collaboration. |
| 1. Departments will be aware of how their actions contribute to the STARS assessment and will change behaviors if necessary and track necessary data | STARS will measure progress (i.e. higher score), OS employees will communicate whether it is easier to access necessary data, and we will ask for feedback from departments (short survey) regarding whether they know how their areas contribute to STARS and what they can do to assist. |
| 1. SWELL will receive more focused attention and achieve more of desired outcomes. | Trending up in number and quality of programs. |

**OFFICE OF SUSTAINABILITY STRATEGIC GOALS**

**PROGRAM REVIEW CATEGORY(IES): Services and Operations, Customers and Stakeholders, Inclusive Community**

**Goal 3.1: Continue to build on efforts to provide a diverse and exceptional work environment for staff and students.**

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| Action Steps and Timeline | Individual(s), committee or groups assigned. | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| 1. Continue to develop rubric to determine which projects and programs should be accepted or rejected based on our mission and available resources (use model of Plan, Do, Measure, Report). | Linda, Kevin, Kimberly, Julie, Gary | Rubric to be developed | Implementation and review/adjustment of rubric |  |  |
| 1. Develop regular review process for each significant program or project that OS undertakes. | Linda, Kevin, Kimberly |  | Review Process Developed and used |  |  |
| 1. Strengthen learning outcomes for each student position and incorporate these consistently in student management. | Kevin, Kimberly, Linda | Solidify current learning outcomes |  |  |  |
| 1. Revise student employee performance evaluations to better include learning outcomes measured over time. | Kevin and Kimberly, Linda |  | Ready to implement new evaluations |  |  |
| 1. Identify leadership and training opportunities along with funding for staff and students (1-2 students for A-team, at least 1 professional conference or training for staff, encouragement for internal university trainings, etc.) | Linda to allocate funding within budget | Kevin, Kimberly, and Linda identify training needs and identify student opportunities | Kevin, Kimberly and Linda identify training needs and identify student opportunities | Kevin, Kimberly and Linda identify training needs and identify student opportunities | x |
| 1. Continue to build on diversity priority through recruitment, training, modeling, and engagement. | At office orientations, emphasize the value of diversity, the culture of respect. Highlight the similarities and differences in experiential activities. | Ensure that student job postings are proactively provided to diverse student organizations and invite applications. Ensure that all students attend diversity training (i.e. Safe Space). | Develop climate survey to assess comfort levels of student employees and volunteers. | x | x |
| 1. Reduce Sustainnovate event to every other year and develop better partnerships with Campus Sustainability Committee to assist (very taxing on staff). | Linda, Kevin, and Campus Sustainability Committee | No Sustainnovate |  | No Sustainnovate | Sustainnovate if we can get more support |
| 1. Get Sustainability Programs Manager Base Funded – Currently rely on Green Action Fund for part of funding. If that does not pass, this position is vulnerable. | Linda, Gary, and Susan discussion | If Fee passes, funding should be okay. If not, will need $12,500 more in base funding. |  |  |  |

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| Outcomes | How will progress be measured? |
| 1. OS staff will contribute to and experience the office as a learning environment in which professional training needs are supported and encouraged. | Document training participation and track each year. |
| 1. Staff will feel that they are able to complete projects effectively and reduce the experiences of juggling too many programs and projects. | Progress will be discussed in staff meetings, one-on-one, and survey if needed. |
| 1. Students will show more competence and independence in their work in the office, taking greater ownership and developing transferable skills. | Learning objectives will become part of performance reviews, as well as meetings with supervisors to track progress. |
| 1. Diversity in student and full time staff will continue to increase and employees and volunteers will feel valued and respected, despite differences. | Headcount and identification of students and staff working for the OS, track progress with regard to maintaining or increasing diversity, feedback from one-on-one meetings, exit interviews |

**PROGRAM REVIEW CATEGORY(IES): Service and Operations**

**Goal 4.1: Strengthen internal systems for supporting academic sustainability projects and requests from students and faculty.**

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| Action Steps and Timeline | Individual(s), committee or groups assigned. | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| 1. Develop easy to use and convenient tracking tool for academic interactions. Include nature of projects, required staff time, and outcomes. | Kevin and Linda | Develop and get feedback from Sustainability Committee | Make this a regular part of our impact tracking and report each year. |  |  |
| 1. Develop supporting materials to guide students and faculty to what kind of assistance we can provide – develop boundaries and expectations – | Kevin and Linda | X | Make part of routine to send to faculty at start of each year and add to website |  |  |
| 1. If tracking shows significant increases in use of staff resources, consider new position to support academic programs (very possible considering growth in student body and Compass Curriculum sustainability requirement). | Linda and Kevin | Linda to initiate discussion with Gary Reynolds, Tom Christensen, David Weiss, and Kevin Gilford | Based on previous 2 years of tracking, predict if new position is needed by October 2018. |  |  |
| 1. Track sustainability interactions with students and student retention | Linda, Kevin, and Kimberly | Research methods of tracking. Work with Sustainability Committee. Look at CU Boulder | Develop UCCS system of tracking. Implement and start reporting retention and recruitment data for students involved in sustainability. | Continue to track, report, and improve programming. |  |
| 1. Work with UCCS Marketing to highlight student projects - capture testimony, numbers, and impact. | Kimberly, Linda, Kevin | X |  |  |  |
| 1. Review and consult with other university programs that are conducting applied solutions-based sustainability training and experiences |  | Identify best practices for replication. | Share with Sustainability Committee and identify practices or programs we wish to implement | Implement program. | Review and adjust. |

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| Outcomes | How will progress be measured? |
| 1. Students and faculty know what educational services we can provide, understand processes for engagement, and students are set up for success. | A survey of students, faculty, and our office staff will highlight what is working well, impacts, and needs for improvements. |
| 1. Best practices from other offices at universities that do similar solutions-based project work with students will be incorporated. | Feedback from individual students and from faculty. |

**Goal 5.1: Develop the Sustainability Demonstration House to serve as a model of excellence and educational tool for students, faculty, staff, and the community.**

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| Action Steps and Timeline | Individual(s), committee or groups assigned. | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| 1. Develop program plan to detail goals, learning outcomes, stakeholders, methodology, and available budget (planning team has met once in May 2017). | All OS staff, Gary Reynolds, and partners | Kevin to convene a meeting of potential stakeholders and partners. Julie to draft a program plan. |  |  |  |
| 1. Create partnership between Office of Sustainability, Energy Resource Center, Colorado Springs Utilities, and UCCS Marketing to develop documentation and education. | Kevin to start discussions with partners about potential videos, educational materials, and how this will be presented. | As retrofits are done or new equipment added, appropriate educational materials or videos will be developed. | Collect educational material for display. Train students for tours. Drive people to the website for virtual tours and videos. |  |  |
| 1. Secure as many donations of equipment and labor as possible for projects. | Julie, Kevin, Linda | Julie to draft program description (1-pager) to give to potential partners and request materials. Kevin, Linda, Kimberly and other team members to reach out for donations and gifts. | Ongoing implementation. Significant completion December 2018. |  |  |
| 1. Communicate SDH opportunities to students, faculty, staff, and community |  |  | Develop communications plan |  |  |
| 1. Track and collect data on impact | Kimberly |  |  | Make adjustments based on feedback. | Continue to grow program as appropriate. |

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| Outcomes | How will progress be measured? |
| 1. Develop an interactive and innovative space that draws in students and classes. | Track the number of visitors and classes to the SDH. |
| 1. Showcase both practical sustainability practices that anyone can do with their own house, as well as some attention getting innovative displays. | Collect feedback from visitors regarding what displays are most effective, what are they likely to do in their own homes, what was exciting to them, etc. Develop mechanism to receive feedback. |
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