



**WEBER STATE UNIVERSITY**

Sustainability Practices and Research Center

# Program Review 2015-2023: Self Study

Submitted by Alice Mulder, director  
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# Overview

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## Self-Study Team

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## Program Review Team

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## Program Review Goals

This is the first program review for the Sustainability Practices and Research Center (SPARC) which was created in January 2015. The goals for this review are listed below.

- Examine mission fulfillment. Revisit whether the mission and purpose of SPARC as originally conceived, “to inform and educate WSU students, faculty, staff, and the local and statewide community in order to ensure the sustainability of our region and our world for future generations,” and its role to “serve as a hub to connect campus activities, programs, departments, and community partners in order to advance a commitment to sustainability in the region” reflects the reality of the center’s work as it has evolved.
- Evaluate programs and services offered by the SPARC to students, faculty, staff, and community partners for quality and effectiveness. Note areas of strength and recommend areas needing improvement.
- Analysis of the SPARC’s resources for fulfilling its mission and goals, such as:
  - Funding
  - Space
  - Staffing (including FT and PT staff, faculty and student employees and AmeriCorps members)
  - Communications capacity (staff) and public relations platforms and materials
  - Faculty development toward expanding sustainability teaching
  - Support for sustainability research

- Identify resources and initiatives needed for the SPARC to achieve, in partnership with Weber State's Energy and Sustainability Office (ESO), the sustainability goals set forth in the Sustainability Strategic Plan to achieve STARS Gold by 2025 and carbon neutrality by 2040, and to help the region strive for carbon neutrality by 2050. SPARC is primarily focused on the academic and community goals, which align with the Community Anchor Mission in the university's 5-year strategic plan and aids toward reaching the carbon neutrality goal.



# The Full Picture of WSU Sustainability

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To understand how the SPARC fits in to the larger context of WSU Sustainability, it is necessary for the team undertaking a review of the SPARC to be aware of the full picture of sustainability efforts at Weber State, as not all programs and initiatives related to campus and community education and engagement are housed within the SPARC. There are four organizational units (not counting academic departments) focused on sustainability practices, engagement and education at WSU: 1) the SPARC housed under Academic Affairs. 2) the Faculty Senate Environmental Initiatives Committee (EIC), which serves as an advisory board and working group for the SPARC, as well as being the group to propose any formal policy, 3) the Energy and Sustainability Office (ESO) housed under Facilities Management (FM), and 4) the student Sustainable Clubs, which are housed within ESO. The SPARC and the ESO are the two main sustainability entities with the EIC and the student groups working with them or within their frameworks, as described below.

The SPARC's director and staff work in concert with the sustainability-focused staff and student employees in the ESO. These two units coordinate and collaborate regularly on projects; tracking and reporting for the Sustainability, Tracking, Assessment and Rating System (STARS) administered by the Association for the Advancement of Sustainability in Higher Education (AASHE); and the creation of sustainability-focused plans, materials, and resources for the campus and community. Together they are the WSU sustainability team. The diagram in Appendix A maps out the SPARC's and ESO's responsibilities with respect to STARS data gathering and management, some areas are shared. Members of both SPARC and ESO are involved with the EIC, with the SPARC director serving as co-chair. The descriptions below provide a brief overview of the ESO, including the student areas, and the SPARC, with far more detail on the SPARC to follow through this self-study.

## Energy and Sustainability Office (ESO) in Facilities Management

Following the commitment made in 2007 by then President, Ann Millner, for WSU to reach carbon neutrality by 2050 under the American Colleges and University Presidents' Climate Commitment, the ESO was established in 2010, five years before the creation of the SPARC, to implement energy efficiency, conservation and sustainability-related projects across all WSU campuses. That office started with a full-time Energy Manager (2009) and the next year added a full-time Sustainability Coordinator position (now Sustainability Manager, held by Jenn Bodine) for the university. Given the climate commitment, the initial focus for the ESO was on energy: measurement, efficiency, electrification and renewable energy sourcing, all towards emissions reduction. This, of course, remains the focus for the energy side of the ESO, although water management, conservation and compliance are now other areas attended to under the ESO by a third full-time staff position.

## *Student Sustainability-Focused Clubs/Areas*

While it is unconventional, the primary student peer-to-peer education and engagement program is housed under the ESO in FM. This developed out of the fact that the ESO was the first official sustainability unit with staff on campus, access to resources for project-oriented work, and some available funding. Jenn Bodine, created a student peer-to-peer education/engagement program in 2011 called the [Environmental Ambassadors](#) (a student club), which includes student-led projects connected to campus sustainability operations (e.g., the addition of water-bottle filling stations, bike fix-it stations, and xeriscaping plantings on campus). The student-managed, sustainability-focused areas (some are clubs) have expanded over the years under Bodine's leadership and advisement to include Zero Waste, Campus Community Garden, Food Recovery Network, and Water Conservation/Green Department Compliance. Each of these areas has a student-hourly position associated with it, all of whom currently report to Jenn Bodine. These students create and facilitate a large portion of the *co-curricular* student engagement opportunities on campus and funding comes from student fees, the ESO and other FM areas, as is relevant to the project (e.g., landscaping for annual tree planting and xeriscaping events). The establishment of the paid student-positions is a critical part of the sustainability opportunities that WSU offers for students. These are high-impact educational and skills-building experiences. As the ESO notes regarding their mission and purpose:

The mission of Weber State University's Energy & Sustainability Office (ESO) is to serve as a state and national leader by making its campuses sustainable and carbon neutral by the year 2040 through the use of intelligent business practices. The ESO embraces the idea that business goals and environmental goals are not mutually exclusive and must be pursued together to successfully create a sustainable university.

The ESO collaborates with departments and offices on and off campus to share and implement sustainability best practices. The ESO also seeks to involve students in this transformational work to ensure that they have the skills necessary to become future sustainability leaders in their respective professions.

## *Staff Engagement: Green Department Program*

Another significant program, managed under the sustainability wing of the ESO, which engages many staff members at WSU is the [Green Department Program](#), which is open to voluntary participation by all departments on campus to educate and promote sustainable practices in energy efficiency, purchasing, recycling, waste-reduction, commuting, composting, etc. The behavior-focused program is geared to help WSU achieve its energy efficiency and sustainability goals. The Green Department Program is managed currently by a nearly full-time AmeriCorps Vista service member, reporting to Jenn Bodine. A full-time coordinator position is expected to be put in place in the summer of 2023 to continue management of this program, the student sustainability staff in ESO, and the Green Badge Program described below.

## *Green Badge Program*

An outgrowth of the Green Department program and student Sustainable Clubs, [the Green Badge program](#), launched in 2022 and also housed under the ESO, incentivizes students, faculty, and staff to

make their lives more sustainable and increase their knowledge of 8 different aspects of sustainability by earning monthly badges. Each month focuses on a different aspect of sustainability and participants earn badges by completing actions related to that theme. Available actions include a variety of options such as attending virtual and in-person events, reading/watching educational material, making changes at home, volunteering, and more. Some of the monthly options include events/initiatives that come out of the SPARC. The goal of this program is to build sustainability engagement across campus and foster a culture of sustainability in daily actions and decision making.

## Sustainability Practices and Research Center (SPARC) in Academic Affairs

The **history of SPARC** is that it was created in 2015 from a proposal put forth by a small group involved with the Faculty Senate Environmental Initiatives Committee (EIC) and the then Provost. Organizationally, the SPARC director reports to the Associate Provost for High-Impact Educational Experiences & Faculty Excellence. The unit is focused in the academic realm, engaging students and faculty through its work to foster sustainability education across the curriculum and within research. The center is also envisioned to serve as a hub to connect students, faculty and staff across campus, as well as our wider community off-campus, to sustainability events, initiatives, and opportunities geared both to education/awareness and fostering sustainable practices. The core programs and services of the SPARC are described following the description and discussion of the unit's vision, mission and goals.

# SPARC's Vision, Mission and Goals

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Conceived as a center focused on sustainability education for both the campus and community, the following sections describe the SPARC's current vision, mission and overarching goals.

## Vision

Vision: To contribute to ensuring a vibrant, just and livable world for all now and in the future by addressing the sustainability challenges of our time and helping others to do the same.

In recognition of the absolute necessity of living within the limits of Earth's systems for interconnected environmental and human health and prosperity, the vision of the SPARC is to be instrumental in moving our campus, community and wider northern Utah region toward a truly sustainable (in environmental and socio-economic dimensions) and just way of living both now and in the future. This would involve being well known and utilized across campus and in the region as a go-to resource for students, faculty, staff and the wider community (e.g., residents, businesses, local governments, and nonprofits) alike to be connected to sustainability education, information, experience (e.g., internships) and practice, including climate mitigation and adaptation, with all of these being well exemplified in the university's own academic offerings, sustainability-oriented community programs and assistance, and the Intermountain Sustainability Summit.

## Mission

The mission of the SPARC is to inform and educate WSU students, faculty, staff, and the local and statewide community to ensure the sustainability of our region and our world for future generations.

The Center collaborates closely with the Environmental Initiatives Committee and the Energy and Sustainability Office, serving as a hub to connect campus activities, programs, departments, and community partners in order to advance a commitment to sustainability in the region.

What the SPARC does:

- Encourages sustainability teaching and assists faculty to designate applicable courses for the sustainability attribute.
- Helps students identify courses that include sustainability or are sustainability focused.
- Prepares students for future sustainability workforce needs by fostering sustainability education in courses and direct experience through campus employment/internships.
- Rewards sustainability-focused student and faculty research.
- Keeps the WSU community informed about sustainability-related events, internships, jobs, and news.
- Hosts the annual Intermountain Sustainability Summit and other events for the campus and wider community.

- Provides community programs which improve the lives of residents and increase sustainability practices across northern Utah.
- Collaborates with regional partners to expand sustainability awareness and action.

## Goals

Each year the Center identifies annual goals and assesses progress on those goals. These can be found in the [SPARC Annual Reports](#).

We recently completed (2022) a 5-year strategic planning process in collaboration with the ESO to create the [Weber State University Sustainability Plan 2020-25](#) for WSU sustainability writ large. The plan's organization is based on the areas of reporting and assessment under the AASHE STARS: Operations, Academics, Campus and Community Engagement, Planning & Administration. The direct work of the SPARC is focused predominantly in the academics and campus and community engagement areas, with some focus on Planning & Administration, though, as noted in the "Full Picture of Sustainability" section, the ESO also has programs/initiatives in the co-curricular student and staff engagement realms and some engagement goals are collaboratively pursued (e.g., our annual community program). Eleven overarching goals and corresponding objectives related to academics, campus and community engagement are identified in the 5-year strategic plan and can also be found in Appendix B.

### *The SPARC's Five Overarching Goals*

The SPARC's goals focused on Teaching, Research & Engaged Learning, Campus & Community Engagement, can be summarized as:

1. Expand the number of students who understand the importance and interconnections of sustainability, and how to incorporate sustainability at school, home and in their careers and communities by:
  - Increasing the number of students taking SUS courses
  - Having 100% of departments offering at least one SUS course
  - Including one SUS course or learning outcome in the existing General Education structure/requirements
  - Creating and promoting an optional "SUS path" through General Education
2. Promote and support sustainability teaching and research by
  - Facilitating faculty development in sustainability teaching
  - Supporting and recognizing student and faculty sustainability research
3. Provide high impact educational experiences for students by
  - Offering sustainability-focused campus employment/internships
  - Developing and placing sustainability interns within the community
4. Facilitate campus, community and regional sustainability education and practices by
  - Planning and hosting the Intermountain Sustainability Summit
  - Providing annual community programs
  - Assisting to build strategic relationships, and sharing the Weber sustainability story in order to inspire and help the region strive for climate neutrality by 2050
  - Creating a community-facing "Sustainability Solutions Hub"

5. Attend to building equity, diversity and inclusion across all areas of engagement with sustainability on and off campus by
  - Elevating voices of diverse populations in sustainability through building inclusive relationships across campus and with the community;
  - Participating in and supporting events, programs and initiatives hosted by diverse populations;
  - Engaging and serving under-represented groups in sustainability through campus sustainability initiatives, programs, events and opportunities.

### *Support of Academic Affairs and WSU Goals*

As a unit of Academic Affairs focused on sustainability education and practice, the SPARC's mission and overarching goals align well with those of the division which emphasize access and inclusivity, building "responsible local and global citizenship," and community-engaged learning. An understanding and the practice of sustainability rests on recognition of the interconnections of environment and society/economy at a variety of scales from local to global. This intersection and the complexity of sustainability challenges and solutions further demands attention to interdisciplinary learning, a priority area of the Provost, that connects the individual to the region and wider world. Sustainability cannot be achieved through only one area, in either geographic/community or disciplinary senses. The goal to increase sustainability (designated with SUS) courses across the curricula, with all departments offering at least one, highlights these interdisciplinary connections and points of access for everyone to help address collective challenges.

The SPARC strives to support the Academic Affairs mission to provide "community-engaged learning and professionally relevant experiences" focused on our region. This is reflected in the goal to provide high-impact educational experiences through on and off-campus employment/internships. SPARC student employees build skills, networks, and understanding of a range of issues related to striving toward a more equitable and sustainable world. Such experiences can be transformative for students, helping them identify and prepare for future career pathways.

The SPARC's goals toward both student sustainability education and diverse campus and community engagement, connect to the university's core themes of "Access, Community and Learning" (see Figure 1). The unit's mission and goals also align with the university's strategic plan, particularly the "Sustainability Outcome" listed with [Goal 4 – Community Anchor Mission](#): "WSU achieves Sustainability Tracking, Assessment & Rating System (STARS) Gold by the end of FY 2025-26, carbon neutrality by the end of FY 2039-40, and helps the region strive for carbon neutrality by the end of FY 2049-50." Achieving STARS Gold involves considerable attention to building sustainability in teaching and research as well as into campus and community engagement, all of which relate to the goals and outcomes of the SPARC. These areas and associated SPARC goals also work to support the "Community Development Outcomes" of the Anchor Mission Goal, which includes: "25% of WSU faculty are engaging their teaching, research and service agendas to address social, cultural, economic and environmental challenges facing our communities, including the East Central Neighborhood of Ogden."

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**Figure 1: WSU's Core Themes and the SPARC's Connection**



**Access:** The access core theme reflects WSU's commitment to providing an affordable, quality education to communities with significant socioeconomic and cultural differences.

**Learning:** The learning core theme is central to WSU's mission to provide transformative educational experiences and its commitment to support student success at every stage of the student life cycle.

**Community:** The community core theme reflects WSU's role as an educational, cultural and economic steward for the region.

**SPARC's Connection:**

**Access:** This is connected through the goals related to sustainability education across the curriculum, including in general education. One goal is for all students leaving WSU to understand basic sustainability concepts, challenges, and how they and their communities can participate in solutions with their knowledge, skills and interests. Community program work also keeps accessibility at the forefront, with the aim of providing free or low-cost materials to low-income and/or environmental justice areas in our region.

**Learning:** A focus of the SPARC is to foster sustainability knowledge and know-how for our campus and wider community, including the goal to provide high-impact education experiences.

**Community:** The SPARC goals necessitate fostering partnerships with community in our region. Community programs are focused on fostering greater sustainability at the community scale with attention to equity for low-income and environmental justice areas. The Intermountain Sustainability Summit (a core program described in the next section) is geared toward serving sustainability professionals across sectors in our region.

# Core Programs & Services

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The SPARC has several core programs and services that are geared to serve the campus and wider community toward the overarching mission of fostering and facilitating sustainability education and practice.

## Programs

### *Sustainability (SUS) Course Attribute*

The [SUS Attribute](#), approved by the Faculty Senate in 2019, indicates to students that a course explicitly includes or focuses on sustainability, which is broadly defined and includes recognition of the interconnected environmental, social, and economic realms. The attribute creates a standard for sustainability across the curriculum, which meets the STARS rating system standard, and is applied for by faculty and approved by the SUS attribute review committee based on the inclusion of two (or more) SUS learning outcomes in addition to clear sustainability topics/content and planned assessment. A review of proposals is completed each semester by a subcommittee of the Environmental Initiatives Committee (EIC) chaired by the SPARC director. The center is responsible for the promotion, both to faculty and students, administration, and reporting of the attribute.

### *SUS Faculty Community of Practice*

Started in 2018-2019, the annual Sustainability Across the Curriculum Community of Practice (SUS CoP) is a year-long community of practice focused on building sustainability across the curriculum for current and new faculty members who are interested in including or focusing on sustainability learning outcomes in their courses. The SPARC director co-facilitates this with two other faculty and recruitment, coordination and outcomes are arranged in conjunction with the Teaching & Learning Forum's [communities of practice](#) program. Past faculty development efforts have included stand-alone 1-2 day workshops focused on sustainability teaching.

### *Intermountain Sustainability Summit*

The [Intermountain Sustainability Summit \(ISS\)](#) is a major annual event, with 300-400 attendees, planned, organized and hosted by the SPARC each March at Weber State's main campus. Entering its 14<sup>th</sup> year, the ISS has its origins in a WSU student's senior project to hold a conference focused on recycling. The event lived on, initially under the wing of the ESO and the Utah Recycling Alliance, grew, and evolved to include multiple-sessions covering a broad array of sustainability topics, as well as feature keynote speakers and in-depth workshops. The ISS has become a significant event for both WSU and our region, fostering synergy across educational, business, government and non-profit sectors in our area for sustainability professionals as well as students, faculty and staff on campus.



## *Annual Community Programs*

With respect to community engagement, the SPARC works in collaboration with the ESO, and often community partners, to provide annual [community programs](#) that facilitate sustainability practices. Since 2015, programs have included residential solar panel purchase, electric cars, electric lawnmowers and trimmers, and the current program which started in 2019, [Empower Northern Utah](#), focused on residential energy efficiency (LED lightbulbs and smart thermostats have been the focus thus far). The SPARC and ESO have worked together over the years to choose the focus, develop and apply for funding for the annual programs. Typically, the ESO has led grant applications, equipment ordering and WSU purchasing/contract tasks, while the SPARC has managed the community-facing implementation of the programs: website, marketing, registration, workshops, pick-ups, partner communications/coordination, etc. Due to ESO time constraints, this year (and possibly going forward) the SPARC has taken the lead to choose the focus, and work on grant applications.

## *Sustainability Hub for Communications and Connections*

The division of labor within WSU Sustainability includes the SPARC managing sustainability-related information, including main oversight, updates and maintenance of the [WSU Sustainability website](#), calendar of events, social media, the sustainability-focused wall space in the Shepherd Union, and compilation of the monthly electronic [WSU Sustainability newsletter](#) sent to both campus and community audiences. The website provides information and resources for students, faculty and staff as well as community members. The overall organization of the site is determined collaboratively with the ESO, which also contributes content to individual pages focused on operations-related projects, the Green Department and Green Badge programs, and the student Sustainable Clubs. The SPARC works with the EIC and ESO to gather and promote relevant sustainability information and opportunities occurring around campus as well as developing and managing web-based aspects of the community programs and ISS.

## *Sustainability and Climate Change Focused Campus/Community Events*

### **Sustainability Perspectives Series**

Since the fall of 2015, the SPARC director has coordinated an annual fall speaker series/for-credit course (except for fall 2022) open to students, faculty, staff and community members, with the goal to increase awareness and understanding of multidisciplinary approaches to sustainability and to foster action regarding climate change and other sustainability challenges. This series has ranged from [“Shades of Green”](#) (2015-2018) and [“Sustainability Snapshots”](#) (2021) featuring faculty sustainability teaching, application, and research from departments across campus, to the more themed [“Climate Change and Utah’s Future”](#) (2019) and [“Climate Change and Culture Shift”](#) (2020) featuring both faculty and practitioners in the field from Utah and beyond.

### **Climate/Justice Teach-In**

In recognition of the climate crisis and need for “all hands on deck” in terms of both our collective understanding, dialogue, and efforts to address the issue, the SPARC engaged WSU in 2020 with the national Solve Climate by 2030 initiative from the Center for Environmental Policy at Bard College. In 2020

and 2021 colleges and universities around the country and internationally hosted webinars on climate solutions in their state/country/region. The SPARC with EIC organized and hosted the [Solve Climate by 2030 Utah webinars](#) both years. The focus now is on participating with the [Worldwide Teach-In on Climate and Justice](#), held March 29, 2023, and encouraging all faculty to dedicate some time to consider climate change and solutions. WSU was an early-adopter of this annual global effort, supporting and participating in the first event. The initiative is consistent with our educational and community engagement goals as well as a commitment to helping others address climate change.

### *Annual WSU Sustainability Retreat*

Working in collaboration with the ESO and EIC to determine priorities and the agenda, the SPARC is responsible for organizing and hosting the annual WSU Sustainability Retreat (really code for concentrated work sessions), typically held in May. This includes the full sustainability team, EIC members as well as student and regular staff with ESO and the SPARC, and invited guests. This is an important event covering progress on goals, needed initiatives, strategies, and planning for the coming year. It is typically held off campus over two days.

### *Sustainability Research Awards*

To recognize outstanding sustainability-related research on campus, annual awards are sponsored from the SPARC to both faculty and students. Members of the EIC manage the review of submissions. Sustainability research is defined as research or scholarship that explicitly addresses sustainability concepts, advances shared understanding about the interdependence of ecological, social and economic systems, or has a primary and explicit focus on a major sustainability challenge. Two \$1,000 [awards for faculty](#), are available in one or both of the following categories: traditional scholarship and applied. Two [\\$500 student awards](#) (one sponsored by the WSU Alumni Association) are available to WSU students who have completed sustainability research during the current academic year (or the previous spring). Winners are recognized at the annual Sustainability Awards event.

### *Scholarships*

The SPARC administers the selection of recipients for the [Jeanne A. Evenden Sustainability Leadership Scholarship](#), established in 2021 by a community donor to support junior, senior and graduate students enrolled full- or part-time in a field related to sustainability (e.g., Energy Engineering, Environmental Sciences or Studies, Applied Environmental Geosciences, Geography, Environment & Sustainability). This scholarship offers awards ranging from \$1000 to \$5000 for 1-5 students.

### *Sustainability Workforce Training Through Student Employment/Internships*

Significant direct high-impact educational experiences are provided to students by the SPARC through the employment of 3-4 students in hourly positions within the Center. Students are embedded in the work of planning, coordination, promotion and implementation of annual sustainability events and programs, gaining both the understanding and skills necessary to work at a professional level. The SPARC also works to identify/foster sustainability-related internship opportunities for students both on campus and in the community. These connect to division goals toward engaged learning.

## Outreach

Campus and community outreach is done through a number of channels by various members of the SPARC team, but primarily the Student Communications Coordinator, Director, Programs & Engagement Manager and the AmeriCorps member. The SPARC works to both promote and build engagement in its own programs/services as well as to help inform the campus and community of other WSU led sustainability-related events of which it is aware (e.g., from Student Clubs, academic departments, and other divisions), as well as some community happenings.

Promotions are done in many ways including:

- Peer-to-peer outreach by the Student Diversity Engagement Coordinator
- WSU Sustainability Newsletter (an electronic, monthly communication in the academic year to students, staff, faculty and community members)
- Intermountain Sustainability Summit Newsletter (electronic with a separate distribution list from the WSU Sustainability Newsletter)
- WSU Daily Announcements
- WSU Calendar of Events
- Sustainability-faculty email distribution list (SPARC director)
- Student Sustainable Clubs email distribution list (via the Environmental Ambassador President)
- Staff and faculty Green Team members distribution list (via the Green Department Coordinator)
- Emails to Deans and Division heads
- Emails and requests to distribute to sustainability-focused academic programs (e.g., Environmental Science)
- Community program participant distribution lists (AmeriCorps member)
- Community calendars (e.g., *Standard-Examiner*, KRCL, KUER)
- WSU Sustainability Informational Wall in the Shepherd Student Union (with updated posters, web address, etc.)
- WSU Sustainability Website:
  - SUS course inventory and semester lists
  - Faculty resources (e.g., SUS Attribute application process and links)
  - Sustainability Events Calendar
- WSU Main Home webpage – in “Featured Events” or “In the News” (for big events/initiatives such as the ISS or community programs)
- “Cool Screen” digital flier displays across campus (occasionally)
- New-Student Orientation recorded module (in partnership with the ESO on general WSU Sustainability information including SUS courses)
- New-student in-person orientations (tabling with ESO)
- GivePulse – WSU’s volunteer advertising and tracking platform
- Tabling at Block Party with ESO
- Posters/fliers (both by hanging paper posters, and emailing electronic fliers)
- Media Relations press releases
- Earned media coverage (e.g., via direct contacts with *Standard-Examiner*, local radio)
- New Faculty Retreat
- Occasional WSU Signpost ads
- Social Media (WSU Sustainability Facebook, Instagram, LinkedIn and previously Twitter accounts)

- Word-of-mouth from student, faculty, staff and community partner interactions
- Collaboration with community partner organizations

Outreach efforts are targeted to specific groups, depending on the event/program (e.g., SUS course promotion to students for an upcoming semester's registration period). Announcements through email/social media of programs that are of interest and applicability to wider audiences are often amplified off campus by our community partners at other organizations and higher education institutions (e.g., Ogden Nature Center, Utah Clean Energy, Utah Climate Action Network, Utah Clean Air Partnership, and the University of Utah Center for Global Change & Sustainability, BYU Sustainability Newsletter). SPARC staff also inform and promote information about community programs through their participation in committees and recurring meetings with partners and networks with which the Center engages.

There is room for improvement in outreach. Despite the list above, the first WSU Sustainability Survey (January 2020) revealed a low level of awareness on campus about the SPARC and other sustainability programs on campus. More respondents were aware of WSU's efforts toward energy efficiency and emissions reduction and the Energy and Sustainability Office

## Campus Relations

Building and maintaining good relationships on-campus with many other departments, both within the Division of AA and without, is critical to the SPARC's role to serve as a hub for making connections and bringing awareness to sustainability-related events, courses, initiatives, programs etc., on campus (both those originating from the unit and elsewhere on campus) as well as within the community. These are also key to the assistance and support needed to implement programs, host events, etc. There are numerous ways core programs and services are helped by positive relations the SPARC has across campus, including:

### Academic Affairs

- Faculty Senate Environmental Initiatives Committee: advisory group, brain trust, and assistance with SUS course attribute proposals, research award submissions, and the ISS and other events (as noted earlier, SPARC director serves as co-chair of the EIC)
- Faculty in many academic departments: presenters in SPARC-organized events (e.g., annual speaker series, Climate Justice Teach-In), teachers of SUS courses, participants in the SUS Community of Practice, sharers of information on events/opportunities, and engaging themselves and their students in sustainability events on campus, working with students to provide art for the ISS, hosting ISS keynote speakers in some classes
- Teaching and Learning Forum (TLF): the faculty Sustainability Community of Practice (CoP) is organized and promoted in connection with the TLF's community of practice program; communication with new faculty is also facilitated through the New Faculty Retreat
- High-Impact Educational Experiences areas directors (group which reports to the Associate Provost): coordination of event calendars, information sharing, brainstorming
- Center for Community Engaged Learning: resource for community partner connections, student volunteers, and GivePulse, WSU's volunteer engagement promotion and tracking platform

- Student Involvement - Community Engagement Team: collaboration on “Reconnect to the River” (Ogden River) clean-up service events
- Provost support of increasing sustainability across the curriculum, as well as the development of sustainability as a distinguishing factor
- Colleges (all seven) and the Library (Deans): financial support for the annual ISS and sharing of information with their units
- Honors program: opportunities for students to interface with ISS keynote speakers in small Q&A sessions, promoting sustainability-related events and programs to Honors students
- Department of Communications: connecting the SPARC with occasional student interns

#### **Student Affairs**

- Student Involvement and Leadership: support and sponsorship for ISS keynote speakers

#### **President’s Office**

- Sponsorship of the ISS
- Support and engagement with sustainability education initiatives and community climate action work (e.g., Solve Climate by 2030 participation)

#### **Diversity Division (newly organized)**

- Sponsorship of the ISS
- Assistance with EDI-related information/data collection for STARS reporting

#### **Facilities Management**

- Energy and Sustainability Office: many intersections around planning, program implementation, promotions, and STARS reporting with the Sustainable Clubs, Green Department Program, Community programs (as elaborated in the “Full Picture of Sustainability” section earlier, and “Collaborations” below), storage space for community program equipment
- Campus Services: ISS signage printing support

#### **Informational Technology**

- Critical IT support for sustainability, Empower, and ISS websites, video recording/broadcasting for ISS and other major events (e.g., Solve Climate by 2030 Webinar)

#### **Institutional Research**

- Support for administering the WSU Sustainability Survey (every 3 years) and survey to faculty for STARS data gathering (in advance of STARS reporting)
- Help with SUS course attribute data collection

#### **Development Office**

- Stewardship of the Susie Hulet Internship Fund for the SPARC
- Help identifying scholarships for students
- Support in searching to fund a future Sustainability Solutions Hub

#### **Marketing and Communications**

- Graphics, digital media work and promotions assistance
- Press releases for major events (e.g., ISS, community programs, Climate Teach-In)

## Financial Services

- Contract and purchasing help related to the ISS
- Marketplace – registration and payment for the ISS

## Shepherd Union - Conference Services

- Space accommodations and AV support for the ISS
- Space for the WSU Sustainability information area (wall)

## Sodexo

- Providing meals and beverages for ISS and other events

## WSU Alumni Association

- Annually funding one Student Sustainability Research Award
- Sharing announcements of major events (e.g., ISS) via their newsletter/social media

## Wellness

- Promoting some sustainability events to Wellness participants

## Collaborations

The Center engages in many collaborative efforts with entities on campus, in addition to the various points of intersection and support it has through campus relations noted above. Sometimes collaboration is for one-off projects or events and other times there may be on-going collaboration from year to year. The Center both provides sustainability programming and serves to promote and connect sustainability-related events/initiatives with origins elsewhere on campus. So, collaborations sometimes originate from the SPARC as it seeks potential partners on campus for a given initiative. Other times requests come to the SPARC for support (e.g., funding, promotions) and/or engagement (e.g., contributing to content, planning, etc.). Examples of collaborations, both with the ESO and a number of other units on campus, are provided below (if desired, see [SPARC Annual Reports](#) for all events/projects).

- Because the two units are functionally “WSU Sustainability,” the most regular and extensive collaborations of the SPARC are with the ESO, as noted earlier. Bi-weekly coordination meetings are held with the SPARC director, manager, and the ESO Sustainability Manager and Green Dept. Program Coordinator (currently AmeriCorps). The two units coordinate on events and communications and collaborate in many areas including:
  - Community programs
  - Sustainability and climate action planning
  - Sustainability retreat and annual planning
  - Climate/Justice Teach-In
  - Utah Climate Week WSU events
  - ISS program planning (a member of the ESO staff serves on the planning committee and most of the ESO staff help on the day in the event)
  - Student outreach and engagement: Block party, new student orientation, tabling, service events (though most student co-curricular events are organized by the Sustainable Clubs)

- Annual Sustainability Awards event (first held 2022 with logistics managed by the coordinator of the Green Department Program)
  - Presentations of the WSU sustainability story (on- and off-campus)
  - Award applications to recognize WSU Sustainability
  - STARS data collection and reporting (at least every three years)
  - Campus sustainability tours
- In 2021-22, because of a relationship developed through the ISS with the director of Local and State Advocacy at the American Association of the Advancement of Science (AAAS), the SPARC worked with him and WSU's Walker Institute of Politics & Public Service to establish a [Local Science Engagement Network](#) for Utah based out of the Walker Institute. The director of the Walker Institute now oversees that effort which seeks to connect government officials with science-based information on climate related issues of local/regional relevance.
  - For several years one or two faculty in the Department of Visual Arts have collaborated with the SPARC to generate student sustainability-related art pieces (created through coursework) for display at the ISS each spring.
  - The variously titled "Sustainability Perspectives" speaker series each fall semester is held in collaboration with the Department of Geography, Environment & Sustainability which provides a home of the academic course option tied to the series (the SPARC director serves as the instructor for that course).
  - The SPARC director has worked for many years with the CCEL on the [Engaged Learning Series](#) Planning Committee, typically putting together at least one environment/sustainability-related event relevant to the year's theme (e.g., Water, Air, "Food Matters," "Connect").
  - In 2021-22 a collaborative effort was made with the Shepherd Union director, Marketing and Communications, and the SPARC and ESO to redesign and renew the "WSU Sustainability Wall" that serves as a central point to promote sustainability events, and initiatives to the campus community.
  - For all the years of the SPARC's hosting the ISS (except AY22, AY23) it has worked with the WSU Student Involvement & Leadership director to have Convocations funding support ISS keynote speakers.
  - The SPARC and the Center for Science and Math Education have twice collaborated to provide workshops on climate science education (led by WSU faculty) to area teachers.
  - The Center has collaborated with the Honors program as well, both with arranging for student engagement with keynote speakers at the ISS, and on occasional events, (e.g., a climate focused-event in April 2017 on dismantling misinformation)
  - Prior to hosting the first WSU Sustainability Awards event (in 2022), the SPARC collaborated with the Office of Undergraduate Research to present student and faculty sustainability research awards at their annual awards luncheon.
  - Collaboration with the editor of the *Weber Journal*, (which is produced out of the English Department) has on repeated occasions enabled a broader audience for ISS keynote speakers and opportunities for faculty to interview the speakers and publish them in the journal. In these instances, the role of the SPARC was to facilitate connections.
  - To help communicate about WSU's sustainability work writ large, the SPARC and Sustainability Manager in ESO collaborated with Marketing and Communications to create an updateable annual ["Sustainability Snapshot"](#) brochure summarizing yearly accomplishments/data with infographics.

There has been some, but by no means enough, engagement and collaboration between the SPARC



and the different campus units focused on diversity, equity and inclusion (a new EDI Division has been created on campus and units are being reorganized). This includes:

- Working to coordinate with the then Center for Multicultural Excellence a focus on native presenters at the ISS and the timing of the annual Indigenous Voices Pow Wow. This unfortunately was lined up for 2020 but was cancelled with the start of the pandemic.
- Conversations in 2021-22 with the Chief Diversity Officer, director of the Center for Multicultural Excellence and the Access & Diversity Community Engagement Coordinator and other EDI focused staff to share about diversity programs and sustainability programs, including community programs, to better understand points of intersection, need and possible collaboration.
- Creating a land acknowledgement for major events and having that reviewed by members of the Diversity team.

There are many connections between environmental/sustainability and social justice issues. Both are united under a larger umbrella of inequality and exploitation. Looking towards the future, the SPARC needs to do more, with increased capacity, to foster a synergy between sustainability and social justice efforts at WSU and in our community. Insights and suggestions on this front from the review team are welcomed and wanted.

## Influences on the SPARC's Work

The work of the SPARC for events, community programs, faculty development, campus and community engagement is influenced by a number of things. These include:

- The “Piedmont and Ponderosa Model” for faculty development toward curricular change (geared to increase teaching sustainability across the curriculum, developed at Emory and Northern Arizona Universities by Peggy Bartlett and Geoffrey Chase, respectively). This has influenced the structure and approach of the SUS CoP (the SPARC director with three other faculty attended an AASHE leadership training on this model in 2018)
- United Nations Sustainable Development Goals
- [Project Drawdown](#) and [Project Regeneration](#) (both linked to Paul Hawken)
- The Sustainability Tracking, Assessment and Rating System (STARS) under AASHE (particularly the academics and engagement areas)
- [High-Impact Educational Experiences](#) as described and promoted by WSU
- WSU's Student Success Initiatives and [Promoting Student Success](#) speaker Series
- Current regional/national trends and new developments/findings in addressing global warming/climate change, environmental justice, and other sustainability topics (e.g., with respect to renewable energy, electrification, waste reduction, government policy/incentives, etc. (These are particularly pertinent to the programming of the ISS and community programs.)
- Ideas, successful practices and resources shared by colleagues in sustainability in higher education (via AASHE workshops, conferences, or local and campus networks)
- *Community-Based Social Marketing*, by Doug McKenzie-Mohr as we implement community programs



- [Participative Leadership](#), a self-organizing system of leadership. Through this process we identify champions, listen for opportunities, and incorporate student workers, interns and student input, recognizing the value of all noticing and contributions
- Marshall Rosenberg's *Nonviolent Communication* (<https://www.cnvc.org/>), utilized as a method of collaboration, and seeking solutions from a positive perspective
- Needs and ideas identified by community partners, sustainability staff, students and faculty
- Direct feedback from attendees at the ISS regarding their experience and topic interests
- The WSU Sustainability Survey (intended to be given every three years on campus sustainability literacy, attitudes, behavior, awareness and engagement)
- [Utah Climate Action Network's](#) work to provide "opportunities for people to collaborate on climate solutions."
- University priorities
- Resources and staff capacity

SPARC annual reports are useful to take stock of what has gone well, identify gaps or shortcomings, and areas for improvement. Programs and services may be revised, ended, or created through any combination of the influences listed above.

## Changes to Core Programs and Events

Because the SPARC is still relatively young, significant changes have primarily been in the form of additions to what the Center does and/or evolution of core programs and events. Notable among these are:

- **Restructure and expansion of the ISS** – One major change was the formal change of ownership of the Intermountain Sustainability Summit to be solely run by WSU in 2016-17. Previously the Utah Recycling Alliance had co-owned the event with WSU. This was worked through a formal agreement with all financial responsibilities and gains now sitting with WSU. With the leadership and vision of the Sustainability Programs & Engagement Manager, this major annual event has grown since then to include student art, an Eco-Expo of professional and non-profit exhibitors, student poster competition voting and prizes, and new this year – a BIPOC art element and community collaboration awards.
- **Creation of the SUS course attribute** – The establishment of the SUS attribute was a big step for sustainability in academics at WSU. It also meant a significant addition to responsibilities for the SPARC to develop and manage the application process and review (with EIC support), as well as tend to the administration, promotion and reporting of approved courses each semester.
- **Establishment of the Sustainability Community of Practice** – Running as a year-long program since 2018-2019, the SUS CoP also added responsibilities for the faculty director who coordinates it, finds co-facilitators, recruits faculty, and seeks funding to support faculty stipends.
- **Addition of an annual climate-focused event (Solve Climate by 2030)** – This was taken on after the SPARC director was asked by the lead organizer at Bard College to host the Solve Climate by 2030 event for Utah. First presented in spring 2020, It has thus far taken the form of two state-oriented webinars and two campus climate/justice teach-ins (including this year). The SPARC director has served as the lead organizer for this with help from the EIC.

- **Change in administration of the annual community programs** - Initially WSU hired or received services from outside consultants (Utah Clean Energy) to administer our annual community programs (Susie Hulet Community Solar and Drive Electric Northern Utah), but is now coordinating and administering most all aspects internally.

## Potential New Programs/Initiatives

### *Highlighting Sustainability in Academics and Experience at WSU*

Background work is being done this year, at the request of the Provost, to outline a possible approach to highlight existing sustainability options within academic programs across WSU and build more opportunities for solutions-oriented applied work (internships/jobs on- and off-campus) that could count towards a “Sustainability Solutions” certificate of competency. The SPARC would presumably play a role in informing and helping with the promotions of this and certainly would have a role (in collaboration with ESO and various academic departments) in the envisioned growth of a sustainability internships program for students. The time-horizon for possible implementation of this is not certain. Next steps will include the creation of a proposal, budget and necessary resources (including staffing) to make it happen.

### *Fostering a Collaborative State-Wide Community Program*

The Sustainability Engagement & Programs Manager in the SPARC has been working to initiate and facilitate a collaboration between WSU and the Utah Clean Air Coalition (UCAIR), Bike Utah, the University of Utah, Utah State University, Brigham Young University, Utah Valley University, Utah State University, Intermountain Healthcare and Utah Health, to offer a state-wide, reduced-cost electric bike community program over the next two or more years, starting Fall 2023. Current conversations suggest that UCAIR and Bike Utah would take the lead in funding and management of the overall program, with the other partners serving as advisors, hosting local workshops, and working to promote the program and engage their communities. If this idea develops and is implemented, the SPARC would serve as an advisory member, but would be freed from much of the program administration work and could focus and resources on low-income, environmental justice area outreach and additional services to this population.

### *Establishing a Community-Facing Sustainability Solutions Hub*

One top goal identified in the WSU Sustainability Plan for 2025 is to create, in collaboration with the ESO, a community-facing Sustainability Solutions Hub, an extension of the SPARC, that showcases the retrofit of a residence to be energy efficient, all electric and renewably powered. This space will serve as a “one-stop-shop” connection point for people to resources, including utility incentives and state/federal tax credits, related to energy savings, electrification, clean renewable energy and other sustainable practices, particularly geared toward emissions reduction and climate action. There is currently a verbal commitment for an annex building space and retrofit from the Associate V.P. for Facilities and Campus Planning, but funding is needed to support a minimum of one full-time staff position, student interns, and programming for this hub.

One element envisioned with this hub is to build up an internship program to create a pipeline of WSU students who are doing sustainability work for organizations, government, and perhaps businesses (e.g., emissions inventories and climate action plans) in the wider community. With funding, these could potentially be paid internships, through the SPARC, but with students assigned to work with community partners. Students could also earn internship credits with their major departments and gain real-world work experience in conjunction with their degree.

### *Creating a Sustainability Small Grants Program*

The SPARC director has considered, and discussed with EIC members, creating a Sustainability, Teaching, Application and Research (STAR) small grants program for faculty to support work with students in these realms. However, it is not clear yet whether this would be complementary or redundant to existing funding opportunities on campus, such as those available through the Research, Scholarship, and Professional Growth (RSPG) committee. The proposed STAR grants could possibly be applied for and received in a short time-line and on an as needed basis, which might provide some flexibility for faculty interested in sustainability-related projects and/or applications with students through courses. Funding remains a question, for beyond using gift funds, an on-going source of funding is not currently available. The demand for such grants may be something to solicit feedback about from the faculty writ large.

### *Reaching the Goal to Help the Region Strive for Carbon Neutrality by 2050*

In 2021 WSU committed to help the region strive for carbon neutrality by 2050. In order to reach this goal, the SPARC can develop relationships with local governments and large commercial entities, inviting them to campus to learn specifics from the experts in ESO about the Weber Model. Programming could include specialized tours (such as those the SPARC is arranging with Rocky Mountain Power and large commercial users), bi-annual or quarterly working groups, or a shift in programming of the Intermountain Sustainability Summit to serve local governments and businesses together for targeted days of practical, implementable solutions, and workshops dedicated to 'getting the work done'. The sessions could be by request by the community, and speakers could be selected based on the expertise requested by the regional partners, which will directly address the challenges they face.

# Leadership & Staffing

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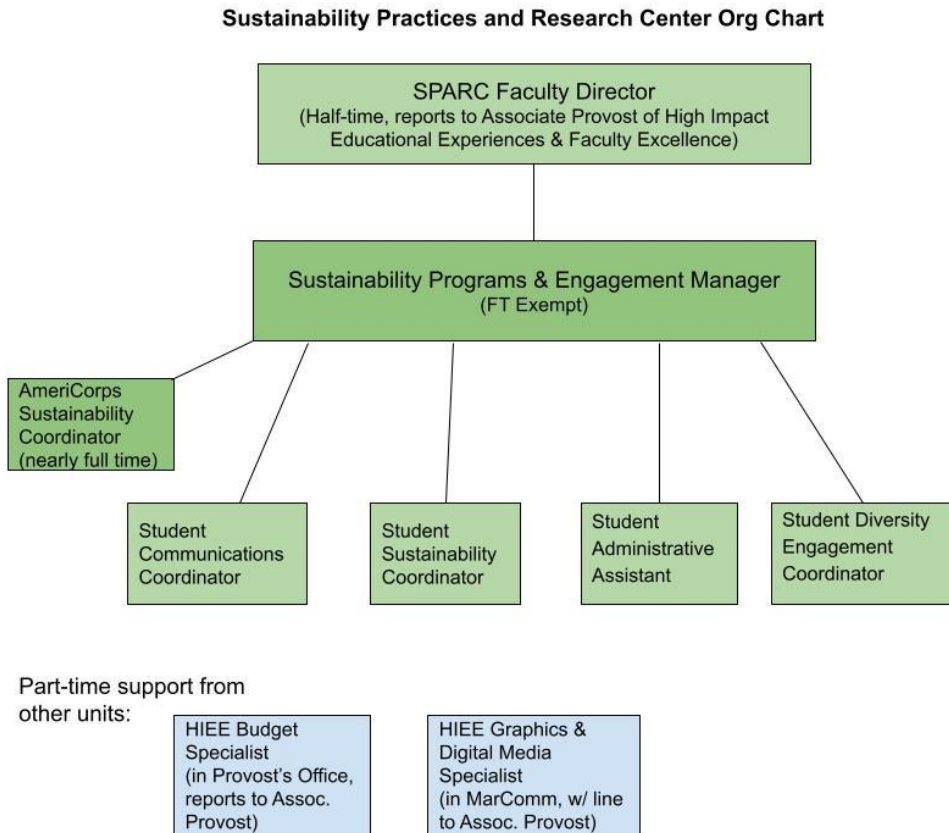
## Leadership Model and Decision Making

The director practices a collaborative leadership style with the SPARC, emphasizing transparency and team effort, valuing individual perspectives, input, interests and skills, as well as the importance of mutual support and self-care. Staff are encouraged to seek a work-life balance. Ideas and possible new events/programs specific to the Center are typically discussed together with the manager in SPARC and then brought to the full team. The director leads on faculty development and expanding adoption of the sustainability course attribute, with some support from the EIC.

The director and SPARC manager meet weekly to set priorities, plan staff meetings, and consult together often. Full staff meetings are held once a week. It is the manager who oversees the center and staff on a daily basis. She serves as the direct supervisor and mentor for the student staff and AmeriCorps service member. The director also works directly with them on projects (e.g., the monthly newsletter, the ISS Student Poster Competition, SUS course administration).

The approach from both sides of the larger WSU Sustainability team is also collaborative. The SPARC director and manager have biweekly SPARC/ESO collaboration meetings with the ESO's sustainability manager and Green Dept. coordinator. Depending on the focus and needs of any given meeting, other staff may be included as well. Recently the Programs & Engagement Manager (SPARC) has initiated biweekly communications coordination meeting, with the student Communications Coordinator (SPARC), Green Dept Coordinator (ESO) and Sustainable Clubs student lead (ESO) to address content, events, etc., for the website, newsletters, event promotions, training materials, email bulletins, and more, as well as to rebuild relationships between SPARC and ESO staff, post-pandemic.

## Organizational Chart



## Staff and Responsibilities

The SPARC has grown over the years, from its start in January 2015 with one half-reassigned-time faculty director, to its current team that includes one full-time Sustainability Manager, four part-time student-hourly employees and one 1200 hours term AmeriCorps Service Member (for each of the previous three years we had a 1700 term AmeriCorps who worked nearly full-time for most of the year). Part-time support is also provided by a Budget Specialist and a Graphics and Digital Media Specialist, both of whom serve the wider High-Impact Programs area within Academic Affairs, and, increasingly, student interns.

*SPARC Personnel, including affiliated support staff (as of January 20, 2023)*

<b>Position Title</b>	<b>Name and Credentials</b>	<b>Full Time/ Part time</b>	<b>Time with SPARC</b>	<b>Evaluation</b>
Director	Alice Mulder, Ph.D	PT, 10 month contract	8 yrs	Faculty review (director review every three years by Provost's office)
Sustainability Programs & Engagement Manager	Bonnie Christiansen, AA & 20+ yrs experience in sustainability	FT, 12 months	7.5 yrs	Annual PREP
Sustainability Coordinator	Megan Ley, BA, AmeriCorps	1200 hour term, FT during term	4 mo	AmeriCorps
Administrative Assistant	Phil Sifuentes, BS, student (will be vacant and posted to hire by Feb 1)	PT, 20 hrs/wk	4 mo	None in place*
Sustainability Communications Coordinator	Tess Musgrave, student	PT, 20 hrs/wk	3 mo	None in place*
Student Sustainability Coordinator	Elizabeth (Liz) Stringham, student	PT, 15 hrs/wk	1.5 yrs	None in place*
Diversity Engagement Coordinator	Camelia (Lia) Bercerril, student	PT, 10 hrs/wk	4 mo	None in place*
Affiliated: HIEE Budget Specialist (direct report is to Assoc. Provost)	Joan Gustafson, AA	FT for HIEE area (previously housed in SPARC FT)	4.5	Annual PREP (provide input)
Affiliated: HIEE Graphic and Digital Media Specialist (MarComm)	Nathan Bennion, M.Ed.	FT for HIEE area (previously PT in TLF)	5	Annual PREP (provide input)

\*Student hourly employees are given frequent feedback as well as guidance regarding their work and performance on projects. A formal evaluation process has not yet been in place, but is something which needs to be established. The [Career Readiness](#) guide through Career Services for students could be a useful training and review tool.

## *Recruiting*

Notices for student staff openings are circulated to academic departments where there are likely to be students interested in the positions or particular skills are developed (e.g., those addressing environmental/social sustainability such as Environmental Science, Geography, Environment & Sustainability, Earth and Environmental Sciences, Botany, or Communications), through the Sustainable Clubs, sustainability website, WSU jobs board, and to faculty who may be aware of qualified and interested students. Colleagues in units of the Diversity Division are also asked to share job opening announcements with their students.

The AmeriCorps position was filled the previous three years by WSU graduates who first worked as sustainability hourly staff (both with SPARC and ESO). This year was more challenging. The position remained unfilled for five months. The living stipend for the service position pales in comparison to wages available through a hot job market. It was advertised through AmeriCorps, the AASHE jobs board, and Green Schools listserv, and eventually filled in late October by an external candidate from Illinois.

Student employees are dominantly female identifying currently. In total over the years 8 female identifying and 6 male identifying students have worked with the SPARC and two more females worked as credit-earning interns. Despite intentional advertising to diverse groups the SPARC lacked ethnic/racial diversity among its staff until this year (one Hispanic, one Filipino).

## *Training and Retention Challenges*

Student employees, who serve critical functions in SPARC, can turn over quickly. It takes one to two semesters to train them in their duties, and they work with us between two to five semesters before they graduate (or move on to other jobs). We have found that freshmen do not have the skills required to serve in our office setting. We've realized that another weakness has been not having student staff (at least 1-2) in the office in the summer. One Solution: hire for year-round student positions, with summers reserved for more SPARC/professional training, and evaluations.

## *Job responsibilities, qualifications*

### **Director**

Responsible for overall leadership and overseeing management of the Center, its activities, and staff, working to advance the mission of the Center and sustainability goals of the university. Leads all efforts/initiatives related to integration of the sustainability into the curriculum. Works collaboratively with a variety of stakeholders both on and off campus including the University Sustainability Manager (ESO) to plan, develop, coordinate, and implement and evaluate a variety of sustainability-related events and programs, both curricular and co-curricular. Also serves as co-chair with the Faculty Senate Environmental Initiatives Committee.

### **Sustainability Programs and Engagement Manager** (formerly a Coordinator position)

Responsible for management and training of SPARC student workers, interns, AmeriCorps members, and staff (currently there is no staff). Collaborates with on and off campus partners to plan programs.

Responsible for on- and off-campus engagement in sustainability. Develops and oversees community programs, including external partnership development, creating procedures, and managing implementation, tracking, marketing, reporting, etc. Development and management of the Intermountain Sustainability Summit. Works to build external partnerships to support and amplify the impact of WSU programs and goals.

### **AmeriCorps Sustainability Coordinator**

Coordination for annual community programs and Intermountain Sustainability Summit including coordinating with on and off campus partners, participants, speakers, and exhibitors, program logistics, volunteer management, marketing assistance, website maintenance, program implementation and gathering program statistics for reporting, among other duties.

Student workers are a critical part of the SPARC's operations. They learn professional skills, and provide professional services while on the job. Depending on the level of skill and training, students either assist with or fully take on the following job responsibilities:

### **Student Administrative Assistant**

- General office assistance (supply purchasing, program data management, scheduling), front of office greeting and direction, assistance with reporting
- SUS course logistical administration and data management
- ISS logistical support, including: registration, catering support, coordination with conference services, transportation and other assigned duties

### **Student Sustainability Communications Coordinator**

- Monthly WSU Sustainability Newsletter management and production
- Website maintenance/updates/revision
- Social media (Facebook, Instagram, and LinkedIn previously also Twitter)
- Sustainability Wall in Shepherd Union
- Event promotions

### **Student Sustainability Coordinator**

- STARS reporting
- ISS student poster contest management
- Community program support
- Posting Fliers

### **Student Diversity Engagement Coordinator**

- Liaison with Sustainable Clubs



- Identifying, connecting with, and inviting students who are underrepresented in sustainability to inform our work and participate in sustainable events/programs
- Assistance with some Sustainable Clubs events
- Outreach and tabling

## *Training & Professional Development*

### **Orientation and Training**

The SPARC has been using a checklist to welcome, and introduce new staff to the office. It includes a welcome, office space orientation, computer and phone set up, and list of training to be completed. Required training such as FERPA, Drivers' training, IT Security, and others are completed in the first semester of hire. New employees are asked to read through the WSU Sustainability, Empower and Intermountain Sustainability websites to orientate themselves to our work. How-to guides are made available in the SPARC's student worker's orientation materials folder, but these could be better organized and need updating on a regular basis. The AmeriCorps member is invited to read through previous community programs and Intermountain Sustainability Summit folders to orient themselves to the materials. The manager also spends time going over the project management spreadsheets, which detail the major and many minor tasks required for the ISS. Those working on marketing utilize the WSU style guide, and are instructed on which photos and programs can be utilized for content generation. New staff are made familiar with overarching WSU sustainability goals, and the SPARC's role (alongside ESO's role) in meeting those goals through conversations. There is room for improvement in orientation to make it more consistent for each new staff, and having a document that outlines processes, programs and how SPARC fits into the larger WSU sustainability goals.

### **Development**

Funds are budgeted annually for training/professional development for both the director and manager. A smaller pool is available for students. The pandemic limited in-person conference/workshop attendance but more and more opportunities are available online now. Prioritizing/having time and the focus to dedicate to professional development have been limiting factors. Development topic areas and types are noted below for the team.

**Director** - workshops offered through AASHE related to sustainability across the curriculum, sustainability literacy and culture, social/environmental justice and climate change, conference attendance on sustainability/environmental issues (Prioritization and time management could be helpful areas for future trainings.)

**Manager/Staff** - self identified training and readings, including project management, AASHE events and workshops, management training, sustainability/environmental/social justice topics, support for completing WSU relevant coursework and degrees, and mentorship programs

**Students** - some annual AASHE conferences, one to one, or online training on skills related to duties, and WSU required training

**AmeriCorps** - seven to 12 percent of their service hours are utilized for self-directed professional development, including access to online workshops, AASHE conferences and readings

A more formal approach and guidelines for training would be beneficial for the SPARC team.

## **Evaluation**

Employee evaluation methods for each staff member are noted in the table above. Annual reviews for full-time staff are completed using the university's [Performance Review Enhancement Program](#) (PREP). The faculty director is reviewed every three years through the Provost's office using a survey sent to an array of areas and stakeholders that the director intersects with, both on and off campus. AmeriCorps service members are evaluated twice during each service term through the AmeriCorps system.

Compiling this list has brought to light that the SPARC has not had a formalized evaluation process for our student employees, though they receive plentiful feedback from the manager and director on their work, guidance where corrections are needed, and support to build their skills and do their best. There is a preference to find students who can work with the Center for more than one year (if the fit is good for both student and the Center). That has happened in the past, but the Center has had more student employees working for shorter-terms (less than 9 months) the last 2-3 years. For those students who have worked for 9 months or more, informal evaluations have been done by the manager and director as annual wage increases were considered and made for those students.

A plan will be made this year to establish a formal evaluation process for student staff. The ESO side of sustainability does have a student review schedule and model (after the first 6 months and then yearly) which could work well for the SPARC. The [Career Readiness](#) guide through Career Services for students looks like it could be both a useful training and evaluation tool.

## *Staffing Needs*

The SPARC has accomplished a great deal these last eight years (the Annual Reports' "SPARC At-a-Glance" pages in Appendix C provide a quick summary), considering its limited staffing. Many of the achievements were enabled at the cost of working hours well beyond what should fall within a reasonable work/life balance, particularly for the SPARC manager. Such personal extension has limits and is itself not sustainable over the long term.

The ability to have full-time, and ideally more consistent, staffing for the signature professional event, the ISS, and community program implementation would help expand the SPARC's capacity. Having institutional and project-based knowledge makes a huge difference in the time to complete tasks and efficiency. This is also true for the SPARC Administrative Assistant position. Training and mentoring new student staff year after year, and sometimes within the same year, takes a lot of the manager's focus and time. While important and rewarding work, that is time that could be spent to grow and maintain partnerships, further develop existing programs, address gaps, and make progress on goals. Below are identified staffing needs.

### **Sustainability Faculty Fellow**

Having another faculty member on the team, with 25% reassigned-time per semester to SPARC, who could support and expand the director's work to increase sustainability education across the curriculum as well as sustainability-related research, would help reach the sustainability in academics goals in the Sustainability Plan. As noted earlier in the Goals section, these align with the university strategic plan to achieve STARS Gold by 2025.

### **Part-Time Administrative Assistant**

If this could be a regular position (PT or FT) rather than a student position, there would be a better chance (though certainly no guarantee) of greater longevity in staffing it. The work of that person is largely repeated year after year for standing and growing core programs and knowledge of university systems (such as Banner) is necessary. When, or if, the Sustainability Solutions Hub is created, expansion of this position to full-time would be needed.

### **Full-time Sustainability Engagement Coordinator**

There is both a need and a plan to create a full-time Sustainability Engagement Coordinator position in the SPARC which would be largely oriented around community engagement, particularly the planning and production of the ISS and community programs. A job description is ready and will go to Human Resources for grading; however, a green light on funding for this position is still awaited. A similar full-time position is already in the process of being created in the ESO, focused on campus engagement and overseeing the Green Department Program and Sustainable Clubs. Both would work in collaboration across the two units.

### **Full-time Sustainability Internship Coordinator and Community Liaison** (possible job title)

A new full-time staff dedicated to building sustainability-focused student internships, both on and off campus, and high-impact applied educational experiences would greatly increase what we can do for both impacting and building student skills and workforce readiness as well as furthering the WSU strategic plan goal to help our surrounding community meet carbon neutrality by 2050. Such a position would help fulfill the vision of the Provost to elevate student sustainability education and experiences at WSU, as described earlier.

Student employees are fantastic to have and bring valuable new ideas, interests, energy, and perspectives to the Center. The student positions also provide what can be life-changing, or at least life-influencing, experiences to our students who want to build careers in sustainability. So, they are essential, but the addition of steadier full/part-time staffing would expand overall capacity for the Center. It would also help enhance the student employee experience, likely the number of student employees/interns we could manage, and other opportunities the Center can provide for students across campus.

To sum up staffing needs: our vision and awareness of needs (and the programming/services to meet those needs), which would help make the campus, curriculum and community more sustainable is

significantly outpaced by our capacity. Our capacity is full to brimming most days, making taking time for reflection, strategizing, relationship building, training and other 'non-tangibles' challenging. This impacts our daily work.

## Financial Resources/Budget

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### Budget Overview

The SPARC budget is overseen by the director. The budget for the Intermountain Sustainability Summit (ISS) is managed by the Sustainability Programs & Engagement Manager. Together they discuss budgetary matters with transparency and collaborative decision making. Both the director and manager meet monthly with the Budget Specialist to review monthly transactions and the overall status of the budget.

The SPARC budget is lean. A budget is set each year and reviewed with the Associate Provost of High Impact Educational Experiences and Faculty Excellence. Primary yearly **expenses** are for:

- Staff salary/wages (including AmeriCorps volunteer)
- The ISS,
- Community programs,
- Faculty and staff development,
- Speakers, honorariums,
- Faculty and student research awards, and
- General operations.

A small amount (roughly \$5000-7000) has been expended over the last eight years to support faculty sustainability research/projects on campus and co-sponsor sustainability-related events. This has not been through a formal process but at the discretion of the director in response to requests.

The SPARC base budget comes from the Provost's Office. Other **income** to fund core programs and services consists of:

- Registration fees for the ISS (these mainly cover food costs),
- Sponsorships for the ISS (both WSU and external, raised by the SPARC director and manager),
- Quarterly income from the Susie Hulet Internship Endowment created for SPARC,
- Teaching Innovation Awards secured by the director to support faculty stipends for the SUS Community of Practice,
- A small amount of student fees funding to support the Student Sustainability Communications Coordinator in SPARC from the Student Fee Recommendation Committee (SFRC), and
- Donor funds.

The [SPARC Budget FY2015-FY23 summary sheet](#) provides details on actuals in these categories since the creation of the Center in January 2015 to date.

## Budget Changes and Priorities

When the SPARC was created, the new director was told by the then Provost that there was \$200,000 allocated for the SPARC that was meant to be used for five years (\$40,000 per year) while other funding could be secured. Over time the SPARC budget has slowly increased and has had some **notable changes**:

- Since 2018 the manager's position has been fully base-funded through Academic Affairs. Originally the salary for the position was cobbled together through the Carbon Offset Fund (ESO), SPARC, and the ISS account, which is largely dependent on fundraising through sponsorships.
- Added a budget line in 2019 to support annual community programs (\$5000).
- Added a line in 2020 for AmeriCorps position through ISS funds and SPARC.
- The Budget Specialist position for the High Impact Programs used to be housed in the SPARC, but that shifted to the Provost's Office in 2022.
- A salary increase in 2022 for the FT coordinator which was changed to a manager position to reflect responsibilities.
- A donor created an annual Sustainability Leadership Scholarship of \$5000.

Future **budgetary priorities** include:

- Establishing a base-funded budget line for the Intermountain Sustainability Summit
- Increasing hourly rate for student staff to attract and retain them (currently \$13/hour = \$8/hour from SPARC budget with 50/50 program)
- Adding salary (likely in \$40,000 range plus benefits) for a new full-time Sustainability Engagement Coordinator (as described in staffing section)
- Retaining AmeriCorps service member "position" (increasing living stipend to a minimum of \$20,000 for 1700-hour service term), currently funded through the ISS and SPARC budgets
- Adding salary line for a new full-time Sustainability Internships Coordinator and Community Liaison (as described in staffing section)
- Increasing internship budget to allow for greater student internship creation in line with vision to facilitate greater experiential education and helping region to adopt more sustainable practices toward goal of striving for carbon neutrality by 2050

## Grants/Major Donations

The SPARC has received funding to help support community programs and faculty development for sustainability education. These include:

- John B. Goddard donation for the Susie Hulet Community Solar Program, \$25,000, matched with \$25,000 from the Provost's Office (2015)
  - Funds were used to hire the services of Utah Clean Energy which managed much of the administration of the program (website, materials, registration, service support/technical expertise, communications, etc.)
- Lawrence T. & Janet T. Dee Foundation donations \$5000 (2021, 2022), \$8000 (2023)
  - Funds supported the provision of equipment (smart thermostats, LED lightbulbs) for free (or very reduced cost for 2023 E-bike program) to low-income residents
- WSU RSPG Innovative Teaching Grants \$5000 each of the years 2019, 2020, 2022

- Funds help support faculty stipends (\$750 each) for participation in the annual SUS Community of Practice

The SPARC and the ESO in collaboration have also been awarded grants to fund WSU’s sustainability [community programs](#). All grants in support of our community programs are listed below. Many of these do not appear on the SPARC Budget sheet as these awarded funds were channeled through an ESO account managed by the University Sustainability Manager in ESO (Jenn Bodine).

### Community Program Grant/Donor Funding

Year	Community Program	Grant/Donor Funding Received	SPARC/ESO Accounting
2015/ 2016	Susie Hulet Community Solar	\$25,000 John B. Goddard w/ \$25,000 match WSU Provost’s Office	SPARC
2017	Drive Electric	None was applied for (low program cost)	NA
2018	Cut Pollution – Mow Electric	UCAIR \$25,000 UT DAQ \$118,776	ESO
2019	Cut Pollution – Mow Electric	UCAIR \$25,000 UT DAQ \$55,464 Hall Endowment Community Grant \$2000	ESO
2020	Empower Northern Utah (LED Lightbulb Exchange)	Hall Endowment Community Grant \$2000	ESO
2021	Empower Northern Utah (Smart thermostats & LED bulbs)	UCAIR \$10,000 Lawrence T. & Janet T. Dee Foundation \$5000	UCAIR – ESO Dee – SPARC
2022	Empower Northern Utah (Smart Thermostats)	UCAIR \$20,250 Dee Foundation \$5000	UCAIR – ESO Dee – SPARC
2023	E-bike program (In development with community partners)	Dee Foundation \$8000 (UCAIR is going to be the lead to anchor and administer this state-wide program)	SPARC

## Intermountain Sustainability Summit

It is worth noting that, aside from salaries/wages of staff who plan, coordinate and implement the ISS (manager, AmeriCorps member, and student interns) as part of their overall duties, there is no budget line for the ISS. The event is supported through the efforts of the director and manager to generate sponsorships each year (both externally from businesses/organizations and internally from Colleges and other units at WSU), and income generated through paid registrations. Sponsorship income can be seen on the [SPARC Budget sheet](#). Some years bringing in prominent (and more expensive) keynote speakers has been possible only with the help of funding from student Convocations via the WSU Student Involvement & Leadership director. All WSU students, faculty and staff can attend the ISS main day for free, but not participate in meals (unless they are volunteers, staff, speakers). All speakers are also registered for free.

Having a committed budget line from AA and/or a multi-year sponsorship in alignment with the event secured through the Development Office for the ISS would alleviate some of the strain on staff and resources to produce it each year. Both the WSU President and the Provost have confirmed the importance of the event, and its continuance, to the university and the vision to further promote and elevate sustainability in academics at WSU, as well as to serve the wider community to address shared sustainability challenges.

# Facilities, Equipment & Technology

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## Overview of Space

The Center with its current crew of seven (including the director) is housed on the first floor of the Stewart Library in a suite shared with the Office of Undergraduate Research (OUR). The space is easily accessible and centrally located within campus.

Two offices are used by the director and the manager, each with a window and door. This has been critical and helped with the manager's position and capacity to meet privately with other staff and hold meetings/conference calls without disruption to others in the shared space. Continuing to have at least two private offices is critical for any future relocation in the library or elsewhere (an eventual shift to the third floor has been discussed). There are three open cubical workstations currently being used by sustainability staff, plus the reception desk space (though OUR has had claim to this in the past). The number of spaces available to the SPARC has varied, depending on the needs of the OUR, and the Bachelor of Integrated Studies (BIS) program which formerly also shared the office. Having a front facing desk/space has been good for a couple of reasons: 1) the SPARC staff are in the office more hours of the day and can be a presence to help anyone coming to the suite, 2) it provides a convenient pick-up point for community members who have purchased equipment (smart thermostats) through the ongoing community program.

A recent (January 2023) survey to the SPARC team regarding work space, safety, and technology found that generally the staff find the space conducive to their work, and that of the office, though two people responded that they disliked the height of the cubicles:

*Only complaint would be the height of the cubical shelves. Being unable to see someone on the other side can make it feel like you're isolated or speaking to a wall at times.*

*I do feel the space is conducive for my work. The only thing I'm not completely favorable of is the height of the cabinets blocking my ability to easily connect with coworker on the other side of the cabinets.*

This may point to the fact that there are some cubicles that are more connected (to the west), and others that are less connected (to the east) to other staff members.

A major benefit to the space is a shared conference room used by the SPARC, OUR and occasionally other High Impact Program areas. This room with a table and seating for 12 and a wall-length whiteboard is used very often by SPARC staff for collaboration meetings, brainstorming sessions, and event preparation. There is also some shared storage space down the hall for ISS and community event materials. The suite includes space for a kitchenette of sorts (fridge, microwave, toaster, electric kettle and cabinets for dishes/supplies) but is lacking a sink and water. There is access to the second-floor kitchen for library staff, but the necessity for trips with dirty dishes up a floor and down halls through library patrons is a shortcoming.



While there currently are enough workspaces for SPARC's needs, the sharing of the physical space is disproportional relative to the staffing of the two units, in terms of both the number of staff and hours spent weekly in the office, with SPARC's seven people (145-165 person hours in the office) and OUR's two-three people (currently) making use of the suite on a part-time basis. If/when the SPARC adds more full-time staff, accommodating them will be an issue, without some reorganization of the current suite or addition of space elsewhere, especially as OUR is looking to hire a staff person who will be in the office part-time.

### *Safety*

The SPARC staff survey included the question: "Do you feel mentally, emotionally, and physically safe in the office space?" Five of the six staff (excluding the director) responded indicating that they do feel safe and supported in the office. A wish for more windows was the only comment expressing an improvement. One comment was made regarding being alone in the office in the early morning and feeling "slightly uncomfortable" when a custodian comes to clean, "*He tends to just stare at me whether I say good morning or say nothing and focus on my work.*" The director has encountered a similar non-response to a social greeting, suggesting it may simply be a characteristic of the individual. Nevertheless, this is something that can be brought to the attention of the custodial supervisor for the Library.

As the office space is removed from other occupied areas, it is office culture to shut, and lock the outer office door when there is only one person in the office. Oftentimes the single person is either working in an office or cubicle, so are unable to see/hear someone at the door, reducing access for the occasional students who come to the office. This could be address by coordinating front-facing desk schedules between OUR and SPARC.

Emergency procedures were initially coordinated by BIS, when they shared the office, and then by the Budget Specialist in the SPARC. Post-Covid these duties have not been reassigned, but would likely fall to the SPARC manager, in collaboration with library staff.

## Equipment and Equipment Renewal

### *Equipment Inventory*

See Appendix D

### *Incorporation of Technology*

The WSU IT schedule is to rotate department computers out every three-four years, but the SPARC has rotated computers and technology more on an as needed basis if there are issues, which could be longer or shorter than the four-year timeline. Since the start of the SPARC in 2015 a total of 6 new laptops and two tablets have been purchased. Four of these were funded in 2021 through Higher Education Emergency Relief Funds (HEERF) II funding associated with the Covid Pandemic. Two older laptops are still in-service, with maintenance/updates provided by IT. In the recent survey, staff reported that they have the necessary equipment to do their jobs, with a couple of "would like" requests (ergonomic keyboard and

mouse, for example). Four new monitors and two docking stations were purchased recently this year in response to staff needs. The office makes use of surplus items from property control as much as possible for supplemental equipment and supplies. The HIEE programs budget specialist let the SPARC know that the SPARC operating budget is extremely low compared to other units, owing to the reuse and conservative use of items, a reflection of the team's sustainability ethos.

### *SPARC General Communication*

We use various tools to communicate and conduct daily business, especially in our efforts to serve as a hub for information on courses, events, resources, and opportunities related to sustainability as well as for presentations, collaborative work and event coordination/tracking. Some of these were adopted during the remote work of the pandemic, but continue to be useful:

- Adobe Sign
- Box
- Google Suite (Drive, Docs, Forms, Sheets, Gmail, Calendar, Chat, Meet, etc.)
- Microsoft Office Suite
- Kaltura
- Qualtrics
- Site Manager for the WSU Sustainability Website
- Social Media (Facebook, Instagram, LinkedIn and, previously, Twitter)
- Zoom (the ISS for 2020-22 was held virtually via Zoom)
- MailChimp (for newsletters)
- GivePulse (for tracking student involvement with sustainability events/service opportunities – contracted by WSU in 2020 and managed on campus by the Center for Community Engaged Learning)
- Marketplace (WSU payment system used for community programs, ISS registration)

These tools are used internally but also to share, promote, and collaborate with external audiences (e.g., regarding community programs, the ISS, and Utah Climate Week events/tours).

### *Projected Needs/Wish List*

- More office/work space as staffing increases over time. This might come with the creation of a Sustainability Solutions Hub, if funding is secured for that.
- Fill equipment requests: Ergonomic keyboard and mouse, standing desks.
- A CRM (Contact Resource Management) tool for the ISS, community programs and marketing.
- Sustainability-related/nature art on the walls. (*"[A]rt work the represents sustainability would be really cool and inspire energy in the office. Such as locally produced art, indigenous tribal art, art that signals it is a safe/inclusive space, art that represents connection to self or nature."*)

# Ethical & Legal Responsibilities

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The SPARC is required to comply with all university regulations applicable to the Academic Affairs Division. There is an obligation to keep students, staff and volunteers safe as well as to ensure the security, to the best of our ability, of any sensitive information that is handled through our programs and initiatives (e.g., personal contact information, financial records and budget reconciliation). The stewardship of donor funds and remaining in alignment with the terms of those is another responsibility. When the SPARC has questions about items of potential concern, the [WSU Policies and Procedures Manual](#) is consulted, or [IT](#), the [Office of University Legal Counsel](#) or other areas are contacted for clarification.

## Information Security Policy

As confirmed through campus Internal Audit Department's financial, operational and compliance audit process, the SPARC complies with the Information Technology and Security Policy as outlined in the [Policies and Procedures Manual 10](#). Areas regularly reviewed by Internal Audit are found in their [Audit Check List](#). All six of the High-Impact Programs under the Associate Provost at the time underwent a formal audit by the university in academic year 2018-19. The SPARC had only two minor issues to improve upon (approval for cloud services use and insecure logins for the Time and Attendance System hourly timekeeping). Follow-up training and getting necessary approval for cloud services addressed these.

The Center relies on the support and guidance of the WSU's Information Technology Division (IT) and the Information Security Office (ISO) to keep in accordance with information-related laws, regulations and policies. Additionally, the Budget Specialist for the High Impact Program areas under the Associate Provost, including the SPARC, is tasked with minding audit and compliance issues for the overall unit. Any issues recognized as potential security risks would be reported directly to IT, ISO or the appropriate entity, so the SPARC can remedy such issues.

## Unique Regulations

One unusual situation and process unique to the SPARC was negotiating the separation of "ownership" for the Intermountain Sustainability Summit between WSU and the Utah Recycling Alliance (URA), which had been a co-host of the event in terms of programming and some fund raising, though all logistical work and physical hosting of the event was done by WSU (initially out of ESO and then by the SPARC starting in 2016). The SPARC director and then coordinator worked with a lawyer from WSU's legal department who drafted a "Termination Agreement" regarding the separation and negotiated terms including financial and promotional benefits for a defined period to URA. The resulting agreement, finalized in November 2016, left WSU as the sole owner of the ISS.

## Areas of Attention

While there are no other areas particularly unique to the SPARC, those things that require extra attention with respect to procedures, information security and legal issues are noted below.

### *AmeriCorps*

Having an AmeriCorps Volunteer binds the SPARC to meet and uphold the requirements of the AmeriCorps program. This includes protections for the volunteer, the types of work the volunteer can participate in, promotion of the program, and logging time served. AmeriCorps program in Utah is administered by the Utah Conservation Corps at Utah State University. Contracts and payments are made in accordance with both WSU policies and those of Utah State University.

### *Informed Consent (volunteers)*

To reduce liability to the university, all WSU students and any other volunteers, aside from WSU faculty/staff, who help with SPARC events, must be 18 years or older and are required to apply to be a volunteer through the Volunteer [Sign-Up](#), administered through Human Resources. Both the SPARC and Human Resources must approve volunteers, and the Volunteer Release Form/Waiver must be signed.

### *Student Email Contact Information*

The SPARC maintains separate lists for newsletter recipients, keeping student emails off the MailChimp system, as per Weber's Legal Counsel's request. Care is also taken when collecting contact information from students interested in or engaging in sustainability through Google Forms or a similar platform rather than having open lists of names and emails on sign-up sheets at events.

### *Speaker Contracts*

Keynote speakers and some workshop presenters for the ISS are paid an amount beyond what is allowed through honorariums, requiring contractual agreements to be secured via WSU's purchasing department. WSU's standing speaker's contract has presented challenges for some speakers and reaching agreements has, at times, delayed the confirmation of speakers and the ability to advance event planning and promotions. Nevertheless, the process is followed.

### *Community Programs - Agreements, Purchases, Equipment Management*

The community programs offered by the SPARC in collaboration with the ESO have varied in their needs. Where private businesses have been involved to provide services for a program (such as for the Susie Hulet Community Solar Program) a formal RFP process was followed in accordance with university policy. Equipment purchases (electric lawn mowers, trimmers, LED light bulbs, and most recently smart thermostats) have been managed by the ESO using approved state suppliers. The SPARC utilizes WSU's contracted Marketplace system for registration and purchases of program equipment by participants. Careful inventories utilizing initial physical counts, and spreadsheet records of purchases and distribution, are kept as well to track inventory and where equipment goes. After the last LED bulb program, left over

LEDs were distributed to our partner HEAT and WSU's Office of Community Development. Exact bulb numbers were not tracked. This is a place for improvement in the future.

# Assessment & Evaluation

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This section synthesizes and samples data from the 2016-2022 annual reports and includes assessment and evaluation of educational and program goals, cohort information, student and faculty needs and satisfaction, student and faculty information, and dissemination of evaluation and assessment results. As will be evident here, assessment and evaluation of the programs and services of the SPARC is stronger in some areas than others.

## Outcomes

### *Educational Goals*

The central educational focus of the SPARC is on increasing sustainability education across the curriculum through the inclusion of sustainability-explicit learning outcomes in classes by faculty and the use of the SUS attribute to signal that. This focus aligns with WSU's core theme of "learning" helping to build students' knowledge and awareness of sustainability and the interconnected environmental and socio/economic spheres, as well as their capacity to incorporate sustainability into their actions and decisions at home, work and play.

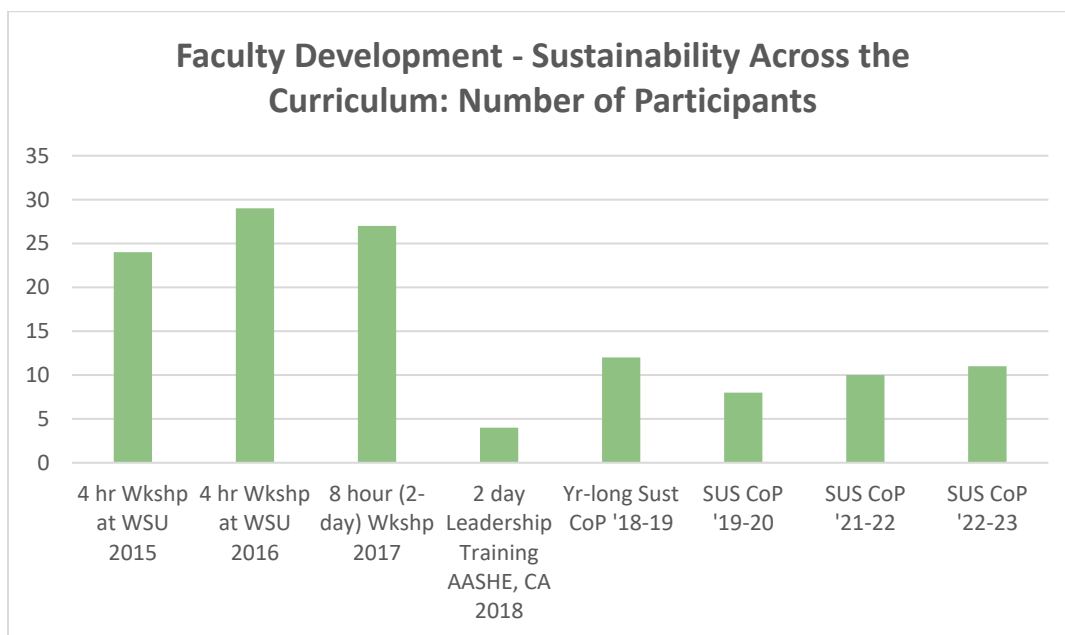
The SPARC has a goal for 100% of all departments to offer at least one SUS course. Ideally, all students will encounter sustainability-explicit learning outcomes (SUS LOs) in one of more courses before they graduate. To this end, increasing SUS course offerings in the collection of required General Education classes is another objective. When enough of Gen Ed SUS courses are available (i.e., at least one SUS course option within each required area), the plan is to promote, working with the EIC and Faculty Senate General Education Committee, an optional "path" through Gen Ed and/or a requirement for one SUS course among all the Gen Ed options.

### **SUS Learning Outcomes – Faculty and Student Learning**

For an instructor's course to meet the [criteria for the SUS Attribute](#) it must include, at a minimum, two sustainability learning outcomes (SUS LOs). One of these is the "core SUS LO," shared by all SUS courses, which recognizes interconnections among the three realms of environment, society and economy. The other SUS LO is discipline-focused and sustainability-explicit. The course must also include some clear sustainability topics/content/challenges and planned assessment. SUS is considered among the grouping of high impact educational experience course attributes. It is currently LO and content based and does not require any specific pedagogical approach, such as those described by [Kuh, 2008](#); however, addressing sustainability lends itself to a variety of high-impact approaches such as personal reflection/connection, applied learning, and community-based engagement (service/projects/research). Whether or not there should be required pedagogy for SUS attributed courses, in addition to the SUS LOs, is open for discussion. Sustainability literacy and implementation, is critical, from the viewpoint of the SPARC, and aligns well with WSU's goals of fostering engaged local and global citizens with the knowledge and skills to improve our world for all.

## Faculty Development for Teaching Sustainability

The focus of the SPARC with respect to faculty development to support the growth of sustainability teaching is to facilitate: 1) a holistic and inclusive understanding of sustainability in its fullest sense, with environmental and social/economic dimensions that are all interconnected; and 2) an increase in the explicit inclusion of sustainability in courses taught across campus. The Sustainability Across the Curriculum Community of Practice has been the vehicle to do this the last four years and individual workshops were offered prior to that. The graph below summarizes type and participation in all faculty development opportunities since 2015. Details on these can be found in the Faculty Development sections of the [Annual Reports](#).



Of the 48 faculty who have obtained the SUS course attribute on one or more courses, 23 (48%) have been participants in the SUS CoP. The annual community of practice has been a slow, but sure, way to both increase faculty understanding of the wide range of intersections across the curriculum with sustainability and to increase their specific inclusion of it in their courses. It has also been enjoyable for faculty participants (as detailed in the “Faculty Satisfaction” section below).

Since the introduction of the SUS attribute, the SPARC has been using the annual CoP approach and offering SUS Attribute help sessions which have been used by a few instructors. The director has discussed the idea with the SUS CoP co-facilitators of again offering occasional short term (over 1-2 days), more intensive teaching sustainability and SUS-focused workshops during May or August. Tailored workshops for individual colleges is another idea that hasn't yet been implemented. Additional staff capacity for SUS-oriented faculty development would help in this area.

## Growth and Characteristics of SUS Courses

Prior to the approval of the SUS Attribute by the Faculty Senate in 2019, sustainability courses taught at WSU were counted based on catalog descriptions and faculty self-reports that their class focused-on or included sustainability (based on AASHE’s definitions). As of Spring 2020 (the first use of the SUS attribute), only the SUS attribute is tracked. The SUS attribute creates greater consistency in terms of what is meant by a sustainability course, and enables easier tracking of sustainability sections, enrollment, departments offering SUS classes, etc. With another 2-3 years of data, an analysis by Institutional Research of SUS courses and student demographic characteristics, retention and completion should be possible as well.

The adoption of the SUS attribute, one measure of progress on sustainability education across the curriculum, has grown both in terms of the numbers of classes and sections with SUS and the number of departments and colleges which offer SUS classes. There is now a total of **76 classes approved for the SUS** attribute (29 of them at the course level, regardless of instructor), representing **25 departments** (51% of all departments). They are nearly equally split between lower and upper division courses (36 and 38, respectively) plus two graduate level classes. The number of departments including a SUS course increased this year, up from 44% the previous year.

Of the total, 22 are General Education courses, with at least one SUS course option offered for eight of the Gen Ed requirement areas:

### Number of SUS General Education Class Options as of January 2023

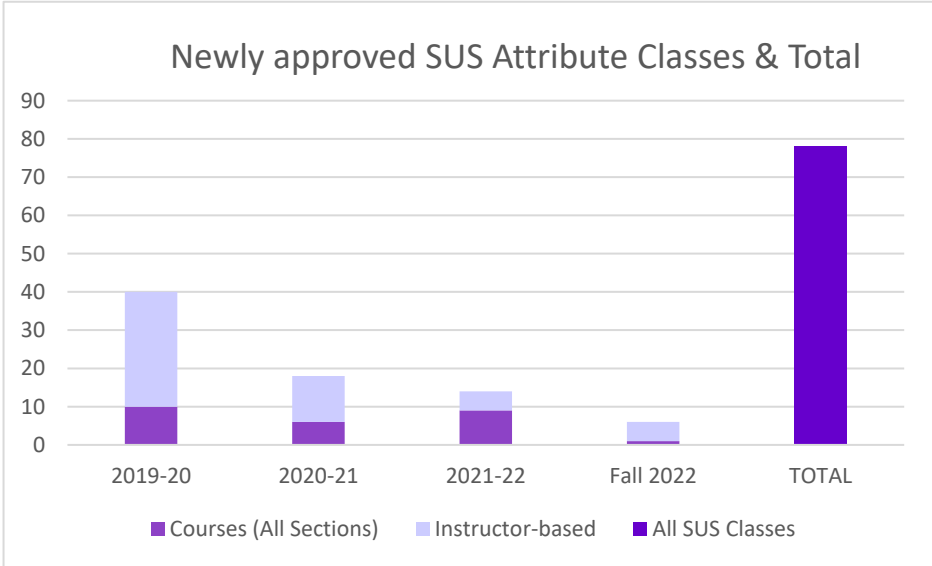
(There may be multiple sections of a course in any given semester.)

Core Area	Number of SUS Classes	Breadth Area	Number of SUS Classes
Composition EN	2	Creative Arts (CA)	0
American Institutions (AI)	0	Humanities (HU)	2
Quantitative Literacy (QL)	1	Diversity (DV)	6 (these are also other Breadth Area courses)
Information Literacy (IL)	1	Social Sciences (SS)	8
		Physical Sciences (PS)	4
		Life Sciences (LS)	3

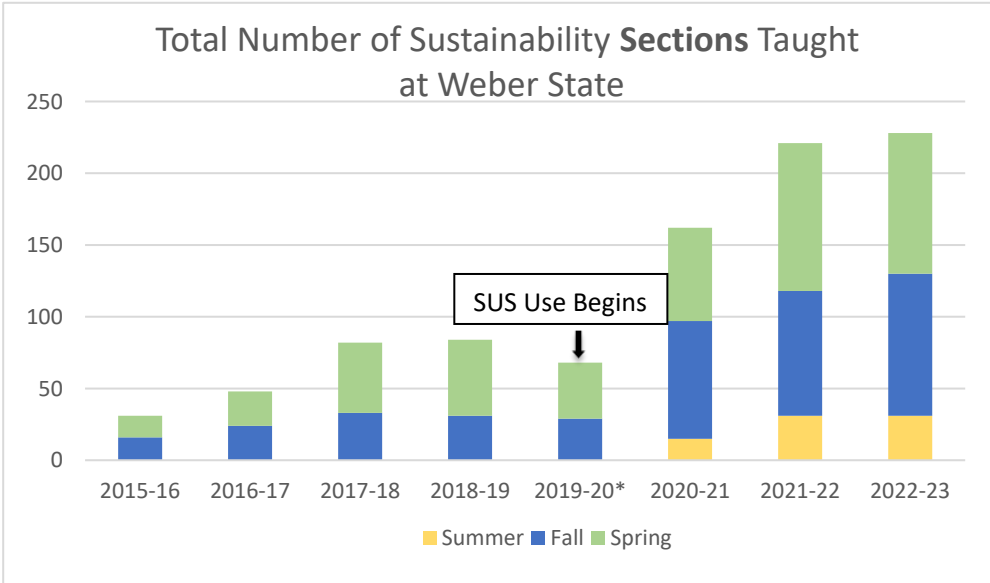


There are more SUS options to meet the Breadth Requirement, except for Creative Arts. There is also a gap in the Core Requirement area of American Institutions. With the possibility of pursuing a SUS course among the existing General Education requirements, there would likely need to be more than one SUS option in each of the areas.

During the 2022-23 academic year, **24 departments offered 228 SUS sections** (i.e., individual classes), an increase of 2.7% over the previous year (222 SUS sections), with **5,467 students enrolled**. That number is down by 74 students from AY22. The trend over time shows a definite increase in the number of students in courses with sustainability learning outcomes. The charts below summarize the trends for SUS attribute approval, SUS sections and enrollment, top departments offering SUS, and the college breakdown. These data do not include concurrent enrollment.



As of January 2023, there are 76 approved SUS classes, 26 at the course level, regardless of instructor, 50 are instructor based. Applications are reviewed twice each year in fall and spring semesters and, once approved the SUS attribute is valid for 5-years before needed to be renewed.



**\*Note:** Spring 2020 marked the start of tracking SUS Attribute courses and data do not include concurrent enrollment. Prior to this, count was based on faculty-self-reporting. A total of 25 departments (51% of the total) at WSU offer at least one SUS course, as of January 2023. For AY 2023, a total of 228 SUS sections were offered.

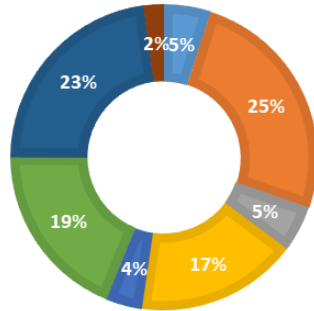
### Top Offering Departments by Number of SUS Sections (through AY23)

Department	College	Sp 2020	Sum 2020	Fall 2020	Sp 2021	Sum 2021	Fall 2021	Sp 2022	Sum 2022	Fall 2022	Sp 2023	Grand Total
Exercise & Nutrition Sciences	ED	20	7	20	17	9	16	18	8	22	17	154
Nursing	HP		1	18	15	13	12	13	14	12	12	110
Geog, Environ. & Sustain	SBS	1		3	2	1	19	26	3	27	22	104
Botany & Plant Ecology	S		4	16	12		12	11		8	9	72
Sociology/Anthropology	SBS	2		5	4	2	8	7		2	6	36
English	AH	4	1	5	6	1	3	4	1	2	4	31
Economics	GSBE	3	1	3	1	2	3	3	2	2	5	25
Earth & Environ. Sci	S	3		2	3		2	5	1	3	2	21
Mechanical Engineering	EAST							5		6	7	18
Construction & Bldg Sci	EAST			1	1		1	4		3	4	14
Mathematics	S	2		1	2	1	2	2		2		12
Honors	Other	2		2	1		1			2	1	9
Health, Phys Ed, Rec.	ED	1		2	1		1	2			1	8
Chemistry & Biochem.	S			2			2			3		7
Microbiology	S					1	1	1	1	1	1	6
Library Teaching & Info Services	Other						2	1		1	1	5
Physics and Astronomy	S			1			1			1	1	4
History	SBS	1						1			1	3
Teacher Education	ED		1			1	1					3
Psychological Science	SBS								1	1	1	3
Political Science/Philosophy	SBS			1						1		2
Visual Arts	AH										1	1
Zoology	S										1	1
Medical Laboratory Sciences	HP										1	1

Note: One course is also approved in Foreign Languages, but seems to have not been tagged with SUS. These data are provided through the Office of Institutional Research.

**SUS SECTIONS OFFERED TO DATE BY COLLEGE  
(SPRING 2020-SPRING 2023, N=650)**

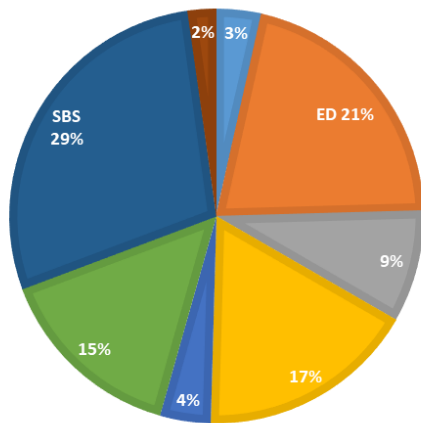
■ A&H ■ Education ■ EAST ■ HP ■ GSBE ■ Science ■ SBS ■ Related Curr.



To date, all colleges offer one or more SUS attribute courses (percentages are in the chart at left, n=), with Education, Social & Behavioral Sciences, Science, and Health Professions offering the higher proportion.

**PERCENT OF SUS SECTIONS OFFERED AY23  
BY COLLEGE**

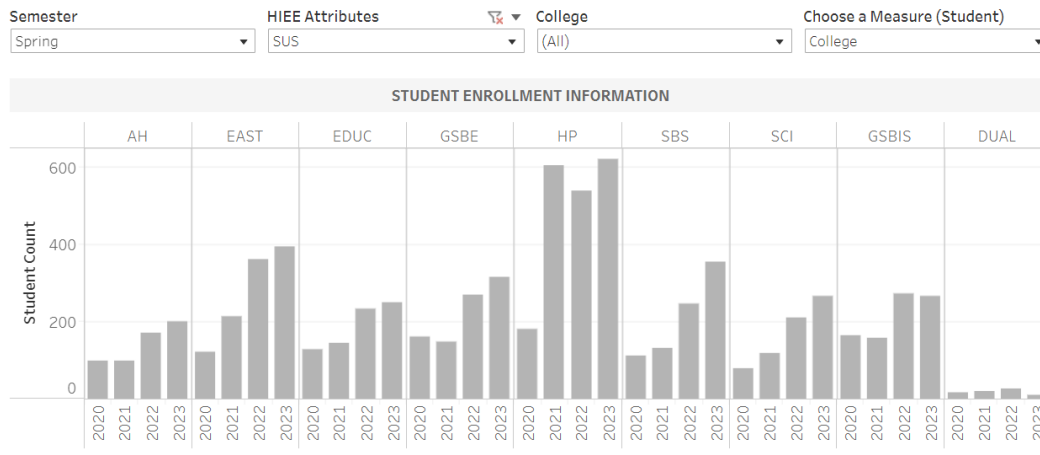
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This chart of SUS sections offered (n=228) by college for AY 2023 is more representative of the current distribution. Enrollment is highest in Health Professions (nursing courses with SUS), even though the college has fewer sections, as shown below in the capture for spring semesters since 2020 from WSU’s High Impact Educational Experiences data dashboard.

## Number of Students Enrolled in SUS Sections by College, Spring Semesters 2020-2023

Data presented in this tab represents information on undergraduate, degree-seeking students enrolled in courses with a HIEE attribute.

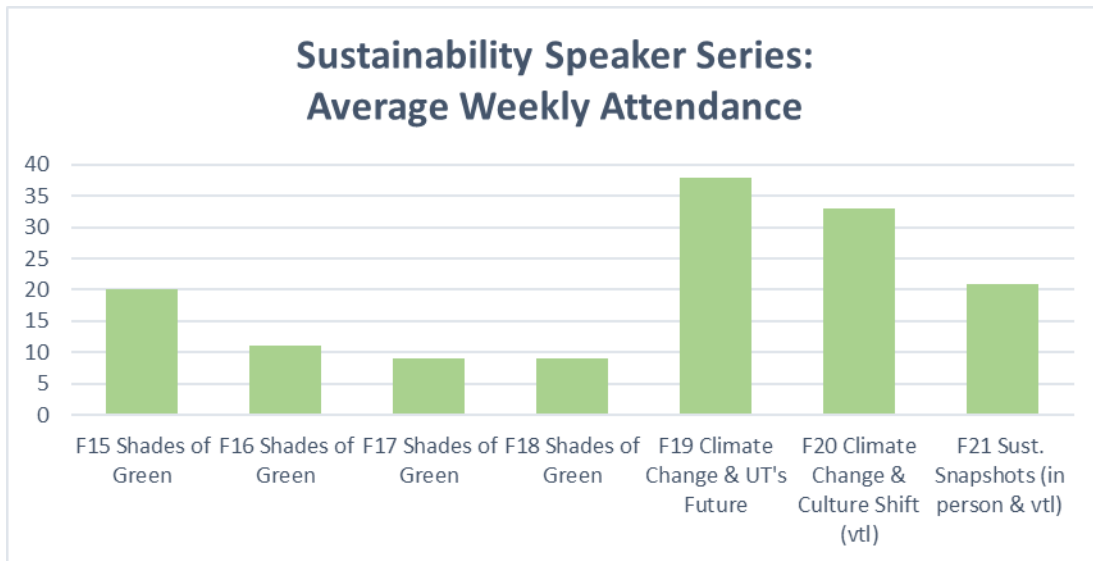


Use of the SUS attribute continues to grow and is exciting, especially the addition of departments that previously had no SUS courses. At the same time, there are clearly both colleges and departments that have few to no SUS courses (49% departments do not offer a SUS course). This lack of signaling an inclusion of sustainability by some departments is likely not for lack of connection to sustainability concepts, topics and challenges or the skills and approaches needed to address them. These are areas where more work needs to be done to foster sustainability in the curriculum, and reach the WSU Sustainability Plan goal of 100% of departments offering at least one SUS course, perhaps through more tailored workshops, presentations on SUS and sustainability inclusion into courses.

### Program Goals

Our program goals, as described earlier, are oriented to increasing sustainability education, and fostering diverse campus and community engagement with sustainability, both in terms of education and awareness but also application of sustainability-oriented practices (i.e., community programs). Outcomes on these goals are tracked annually through the SUS attribute (addressed above), engagement with major campus/community sustainability events (including the ISS), sustainability communications efforts, and community programs. The SPARC also initiated a WSU Sustainability Survey of students, faculty and staff in 2020 which is geared to get some measure of sustainability literacy, behavior, attitudes and awareness of/engagement with sustainability at WSU. Details on engagement and outcomes with these events/programs are provided below. Many other non-recurring events have also been hosted by the SPARC and are detailed in the Annual Reports. Attendance has varied at these, from a small audience of 20 or fewer to the over 700 campus and community members who attended two climate focused events, co-hosted with the Honors Program, with internationally known climatologist Dr. Richard Alley on December 11, 2015.

## Campus Sustainability Engagement



The weekly series held in the fall semester (except for 2022) draws students, faculty, staff and a few community members to the drop-in sessions. The climate themed sessions drew higher attendance, even during the pandemic and virtual format of the event.

The Solve Climate/Worldwide Teach-In initiative that the SPARC has participated in gained wider exposure for WSU as host of the Utah-focused climate solutions webinars (2020 and 2021) and engaged a range of participants (see pie chart below). The 2021 event was among the top-five attended live of the state webinars around the U.S. The National organizers provided teacher guides to support assignments/discussions across the curriculum. The WSU-hosted Utah webinars are posted with the [Solve Climate YouTube Channel](#).

The recommendations distilled from the 2021 Utah webinar, and shared with the Bard organizers were:

- Support the Red Rock Wilderness Act to sequester and store carbon in biodiverse areas.
- “Move at the speed of trust.” Going to the community and asking the community what they need and these things can usually be brought back into the climate conversation. Inform climate work through community needs.
- Create an inclusive dialog in Utah that encourages rather than vilifies. Build relationships with organizations that will be impacted by the Green transition.
- Base climate conversations on shared values, such as the intersection between clean air and climate change.

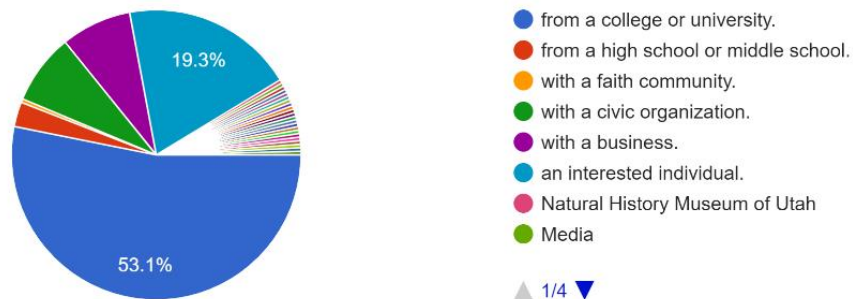
### Solve Climate by 2030 Utah Webinars and Worldwide Climate Teach-In (2020-22)

	Attendance	Webinar Registration (live or recording link)
2020 April webinar	178	354
2021 April webinar	130	253
2022 March Teach-In*	138	

\* 43 attended morning sessions via zoom + an average of 21 in person, and 15 via zoom in evening

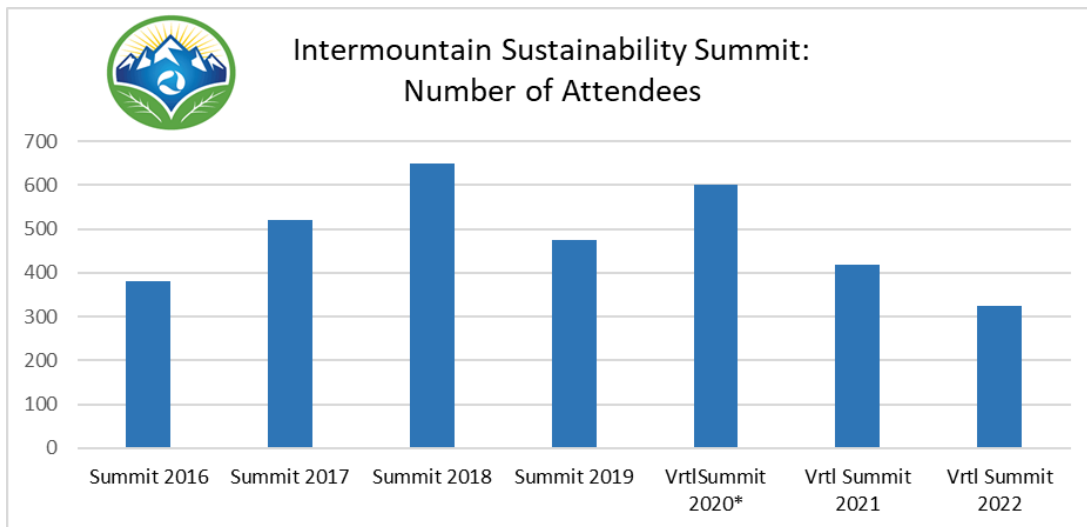
### Solve Climate 2021 Utah Webinar Registration Responses

I am  
254 responses



### Intermountain Sustainability Summit

The ISS has continued to be a successful and impactful event despite pandemic interruptions. Attendance numbers dropped somewhat the last two years, as shown in the graph below. Attendees include sustainability professionals and community members from across sectors (government, higher education, non-profit and business – see pie chart below for an example). A significant portion are from the WSU campus community (as shown in the table below). Attendee feedback indicates both satisfaction and value associated with the event (as exemplified with the table below). Informal feedback from colleagues and partners both on- and off-campus echoes these views as well.



The chart below, from the ISS feedback survey in 2019, is illustrative of where attendees come from in terms of sector.

#### Intermountain Summit Attendees - WSU and Professional/Community

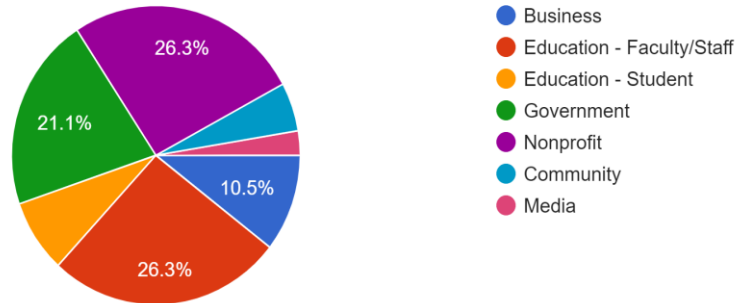
Year	WSU Student/Faculty/ Staff Attendees	Community/Professional Attendees	Total Attendees
2016	50+	No Data	400+
2017	175+	~325	500+
2018	125+	~525	650+
2019	145+	~330	475+
2020*	No Data	No Data	~600
2021**	163	256	419
2022**	125	194	319

\*The 2020 event pivoted to a vastly reduced online version, featuring the keynote speakers and one climate communications workshop, a week before it was to be held as the pandemic shutdown began.

\*\*Both 2021 and 2022 were held virtually, which might contribute to the reduced numbers.

## Which best identifies your sector:

38 responses



### Post-ISS Attendee Feedback

Year	Satisfaction Metrics	Comments
2019	Respondents (38) rated the ISS 4.5 stars out of 5.	<p>"I was very happy to see the equity track. This really acknowledges the social dimension of sustainable change. Thank you!"</p> <p>"Paul Hawken's talk was life changing."</p>
2020	Very limited response rate to survey due to pandemic and earthquake.	"Amazing work pulling this together SPARC team!!!"
2021	Nearly 20% of participants responded: 94% Satisfied or Very Satisfied and 85.5% being very or extremely likely to attend in the future	<p>"As always, highly relevant material expertly delivered."</p> <p>"Great speakers, well managed for online interaction."</p> <p>"Great new information and methods of presentation."</p> <p>"The process of being an exhibitor was seamless."</p>
2022	Respondents (25): 92% Satisfied or very satisfied with ISS, with 96% being very or extremely likely to attend in the future	<p>"Amazing work as always! It's so smooth and well put together every time, and only gets better every year."</p> <p>"ISS has changed my life and helped me broaden my understanding of the issues and solutions available."</p>

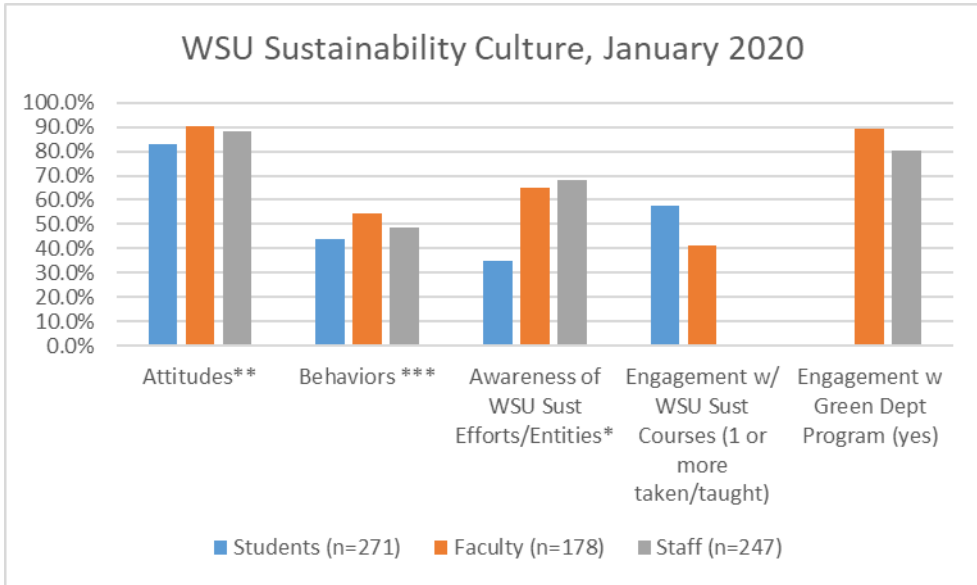
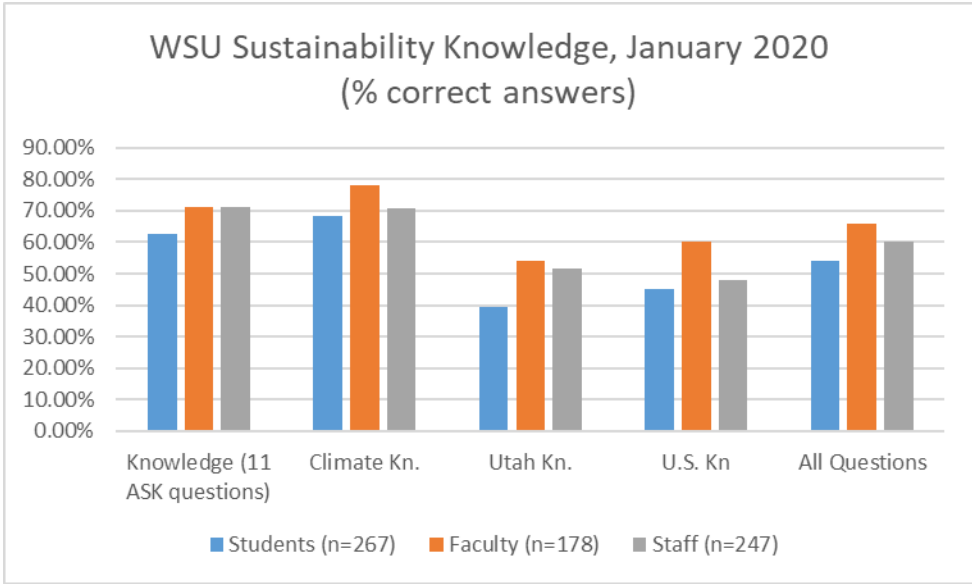
Summit planners began conducting post-ISS surveys starting in 2019. Response rates have varied (from about 5-20%).



## WSU Sustainability Literacy & Culture Survey

In January 2020 the SPARC director administered via Qualtrics **the first WSU Sustainability Literacy and Culture Survey** to a representative sample of faculty, students and staff (2499 in total) in January 2020. The survey instrument was developed over time, drawing on surveys from other institutions and input from faculty and staff colleagues. It is an all-in-one survey addressing sustainability literacy, attitudes, behavior, and awareness/engagement. Sustainability is holistically defined to include environmental, social and economic realms. This first survey is intended to serve as a baseline of data on these areas. (Another survey round is planned for fall 2023.) It includes questions developed and extensively tested and analyzed by Adam Zwickle (now at Michigan State University) and his colleagues, specifically the Assessment of Sustainability Knowledge (ASK) and Sustainability Attitudes (SAS) questions. It also includes the SASSY questions (Six Americas Super Short Survey) which are attitude questions from the [Yale Climate Communication Project](#), in addition to questions tailored to our context (e.g., air quality issues) and campus. Below are some summary details on the survey and overall results.

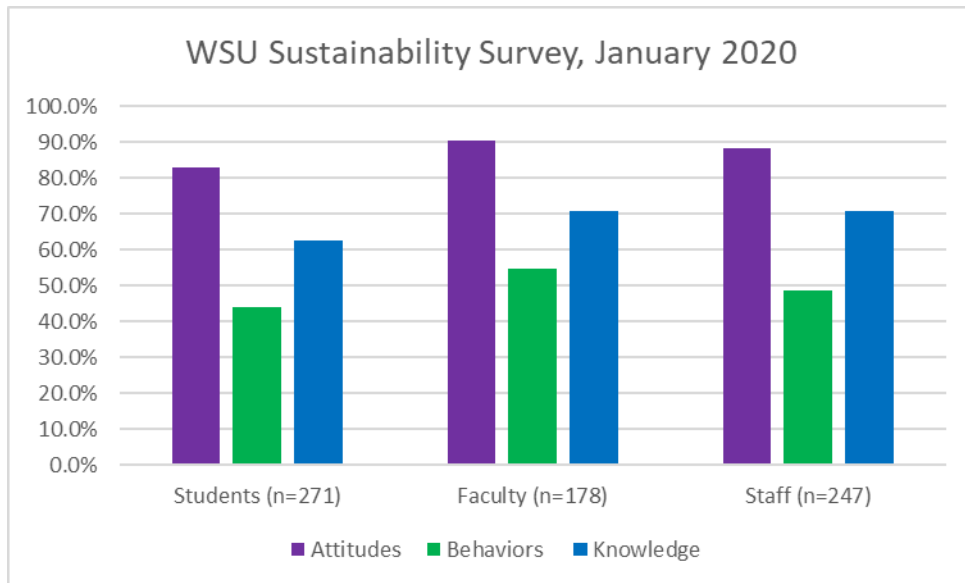
- The **response rate was good at about 36% with nearly 700 complete surveys** (some questions had 820 respondents): 271 students, 179 faculty, 249 staff.
- “Social justice/equity” was thought of the least in people’s definitions of sustainability (though there was a large standard deviation). But in the attitudes section, the statement “Equal rights for all people strengthens a community” was agreed with by over 80% of respondents.
- The sample responded with an average **65% accuracy rate across all the knowledge-based questions**, indicating that there is room for education and awareness raising on sustainability writ large for the campus community.
- On the sustainability attitudes questions most (~80%) agreed or strongly agreed with the statements given.
- Notably more WSU respondents (75%) were alarmed/concerned about global warming than national responses, at the time (for the SASSY survey). Faculty were more alarmed than staff or students, but everyone was more alarmed than the national average level regardless of political identification. (See Appendix E for a sample of the results for all respondents.)
- Awareness/Engagement responses indicated a low level of awareness of some sustainability initiatives and programs at WSU, including the SPARC and the Environmental Ambassadors. This was most pronounced among the student respondents (15.5% aware of SPARC and 18.5% aware of the EA).



\*Aggregate percentage who said “yes” to awareness on questions of WSU Sustainability efforts and entities.

\*\*Aggregate percentage who agree or strongly agree with 11 SAS statements.

\*\*\*Aggregate percentage who usually or always engage in 10 sustainability behaviors.



Further analysis of these survey data has remained on the back burner as other daily priority items fill to-do lists. It would be useful to have someone skilled in data analysis do a more in-depth analysis and proper summary report (a student project perhaps?). Further analysis could indicate if there are subgroups to target for communications on our sustainability efforts and opportunities, for example, and whether sustainability-related courses correlate with better knowledge scores. There is some indication, as one would expect, that students/faculty who self-reported having taken/taught classes related to topics in the survey (the survey was before the SUS attribute courses) have slightly higher knowledge scores than those who did not.

### **Outreach: Sustainability Communications**

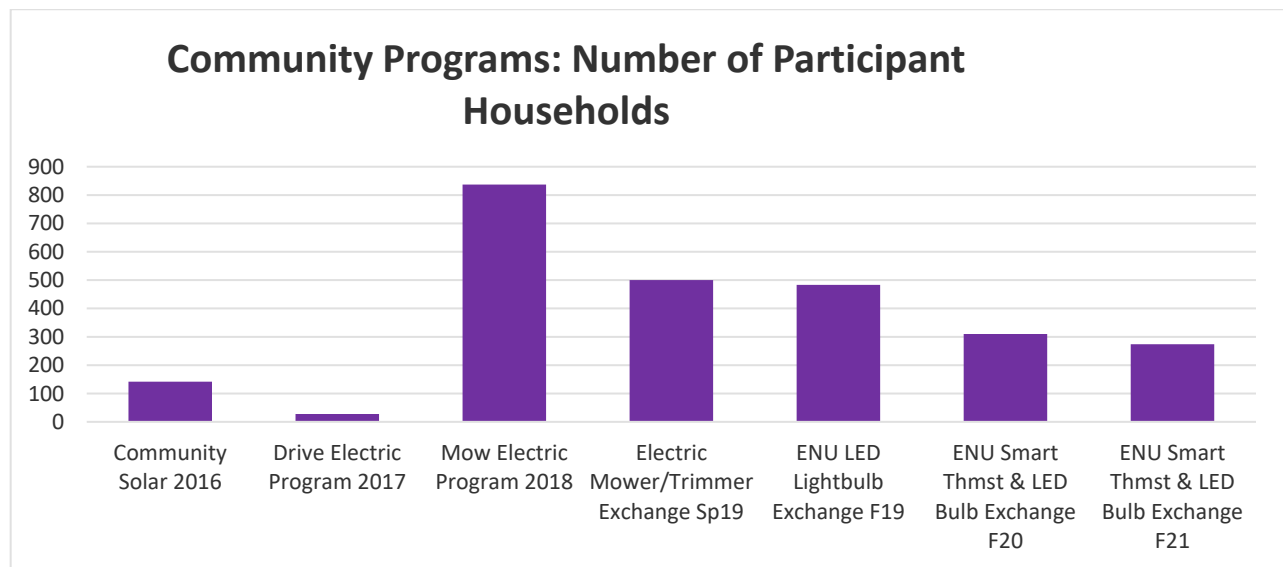
The SPARC has been working to maintain a social media presence on platforms such as Facebook, Instagram, and LinkedIn. Starting with a Facebook page created for the Intermountain Sustainability Summit in 2011, accounts have since been created across the platforms mentioned above for both the ISS and Weber State Sustainability to communicate sustainability information and events. The WSU Sustainability Instagram page has grown to have over 500 followers since its launch in 2017 and collaborates with other college departments to share information on campus-wide sustainability efforts as well as promote upcoming events and scholarships. The same is true for the WSU Sustainability Facebook which has grown to 672 followers since its launch in 2013.

The SPARC department also engages in alternative online communications with both newsletters and website pages. Separate newsletters are sent using MailChimp for both ISS and WSU Sustainability. The WSU Sustainability newsletter coordinates with the Energy and Sustainability Office as well as sustainable clubs to get the word out to Weber State students and the public about campus sustainability efforts and activities. The WSU Sustainability newsletter currently reaches 1,351 inboxes, 588 of which are student accounts. The audience for this newsletter has grown 27% since the 2020-2021 reporting year. Promotional newsletters for the Intermountain Sustainability Summit currently reach an audience of over

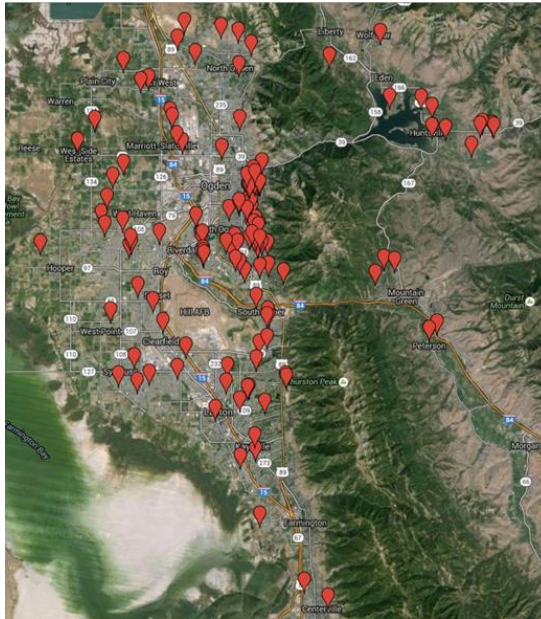
1,500 inboxes, a 50% increase in audience compared to the 2016-2017 reporting year. Newsletters often refer audiences to the Weber State Sustainability website page and the Intermountain Sustainability website page. The SPARC department regularly reviews and updates these pages, as well as the Empower Northern Utah Program website.

### Community Programs

One major community program has been orchestrated each year by the SPARC in collaboration with the ESO. Outcomes of these programs vary depending on the focus of the program, as the impact of an electric automobile is different from that of an LED lightbulb. Brief descriptions of the programs and estimated impacts are in the table below. One metric used across all programs is the number of households served, as shown in the graph below. The Cut Pollution-Mow Electric programs reached the largest number of households within Weber and Davis Counties.



**Note:** The 2022-23 Empower Northern Utah program is still in progress, giving out Smart Thermostats for free to low income households through HEAT and Weatherization programs, and offering them for sale at reduced cost to other residents. As of January 30, 2023, 139 households have been served (including 37 which received LED lightbulbs at a Farmers' Market tabling event).



## Map of Installations



The 2016 Susie Hulet Community Solar Program had a wide reach across Weber, Davis and Morgan counties. It also resulted in two new solar jobs with the local installation firm.

### WSU Sustainability Community Programs Summary 2016-2022

Year and Program	Summary: Community Engagement/Impact Estimates
2016: Susie Hulet Community Solar	Offered to Weber, Davis, and Morgan county homeowners to educate about and facilitate the installation of residential solar power. Impact: <b>6 informational workshops with over 1050 attendees, 7 outreach events, over 600 households investigate solar</b> via the solar survey, <b>142 households installed solar</b> (718 kW, over 2500 solar panels).
2017: Drive Electric Northern Utah	This program was open to Weber, Davis, and Morgan and Box Elder county residents to educate about and facilitate the purchase of electric powered vehicles. Impact: WSU hosted <b>2 informational workshops attracting 75 attendees, 200 signed up for the EV newsletter, just over 100 participants signed up for a discount code, and 28 participants made the switch to electric vehicles.</b>
2018: Cut Pollution – Mow Electric, and helped Habitat for Humanity	SPARC collaborated on 2 community programs. The 30/30/30 event with Habitat for Humanity <b>assisted 6 low-income households upgrade to LED lighting.</b> The <b>Cut Pollution – Mow Electric Program</b> , offered in partnership with Weber-Morgan and Davis Health Depts., resulted in over <b>1,600 applicants</b> (from Utah to Cache Counties) enrolling for the program, and <b>the exchange of 837 gas mowers for clean electric mowers.</b>
Spring 2019:	<b>Electric Mower/Trimmer Exchange program</b> , run in partnership with County Health Departments, the Utah Division of Air Quality, andUCAIR. WSU’s Sustainability team (SPARC and ESO) coordinated volunteers and the exchange day for the

Cut Pollution- Mow Electric	Weber-Davis areas. <b>421 mowers and 370 trimmers were upgraded to electric models</b> at the exchange, held at the WSU Davis campus. <b>Over 500 households participated in the exchange.</b> The program, at Weber State’s request, reserved <b>10 percent of the equipment free of charge for low-income households.</b>
Fall 2019: Empower Northern Utah (ENU) Light Bulb Exchange	Run in partnership with the Weber County Library, Ogden City, the Energy and Sustainability Office (ESO) and others. SPARC coordinated student volunteers to assist over <b>480 households upgrade 6,500 bulbs to high efficiency LED lighting.</b> In aggregate, <b>participating households cut utility bills by approximately \$43,000 each year.</b> Just <b>over 50% of participants live in low-income households.</b>
Fall 2020: Empower Northern Utah Smart Thermostat and Light Bulb Exchange	Run in partnership with the Weber County Library, Ogden City, the Energy and Sustainability Office (ESO) and others. <b>Approximately 310 households were served</b> by this program which provided 226 reduced-cost smart thermostats, 38 no-cost smart thermostats for low-income households, and 2264 no-cost LED bulbs. Along with energy savings, households are estimated to see cost savings of nearly \$100 per year.
Fall 2021: Empower Northern Utah	Run In partnership with WSU and community partners. <b>ENU served 274 households</b> by distributing 220 smart thermostats and 1,334 LED bulbs, collectively cutting utility cost by over \$32,000 for total participants per year.

The WSU sustainability-focused community programs have sought to provide our community with sustainability solutions, sharing WSU’s sustainability expertise. All the items promoted through the programs have been implemented at Weber before, or soon after the programs begin. The specific yearly programs are primarily determined by the SPARC director, manager and ESO manager. Decisions on what to focus on have been influenced by existing partner relationships, available funding, proven models, and timely opportunities (such as favorable net-metering/tax credits, etc.). The first community program was inspired by community member, Susie Hulet, who was involved with the EIC, wanted to see a community solar program in Northern Utah, and had family connections to provide program funding. The following EV program was influence by offers from Utah Clean Energy to administer the program at no charge, and a desire to see more electric vehicles in the region.

In 2018 and 2019 the SPARC and ESO utilized a mower-exchange model developed by the Utah Department of Air Quality (DAQ), which was funded by UCAIR and the DAQ. In recognition of a request by the EIC to give focus to programs that could be applicable for people in all income ranges (especially in low-income households) and desire by the SPARC to serve these populations community programs of 2019-2021 included the free distribution of LED light-bulbs and in 2020 & 2021 Smart Thermostats. The 2023 community program will focus on electric-bikes, as based in part on a model developed by the University of Utah, and in collaboration with statewide partners UCAIR and Bike Utah, as well as other higher education institutions. The SPARC again has obtained some funding to focus some aspect of the program on low-income/environmental justice areas.

Community program work is in alignment with the Sustainability Strategic Plan goals to implement sustainability and climate-action oriented practices with both the campus and wider community. This work ties to the WSU core themes of access and community as well. These programs also support the WSU strategic plan goal of helping the region strive toward carbon neutrality.

### **STARS Progress**

Data pertinent to the work of SPARC on sustainability academics (teaching, research and engaged learning), campus and community engagement areas are collected and reported, collaboratively with the ESO, in the AASHE STARS reporting tool at least every three years. The most recent report, for which the university obtained a Silver rating, was submitted in April 2022 and can be accessed here, if desired. One method to gather data on faculty teaching sustainability, in addition to the SUS course attribute tracking, and research is a survey to all faculty (last sent fall 2021).

Completing the 2022 report demonstrated that WSU has made significant progress toward achieving our WSU Strategic Plan goal to become STARS gold by 2025. Since 2019, we have expanded sustainability outcomes across all areas, moving from a score of 49.65 percentage points in 2019 to 61.4 (3.6 percentage points away from a gold rating).

Achieving STARS gold requires a score of 65 percentage points, which we anticipate reaching by 2025 (or earlier). Reaching this goal will require major advancements in SPARC's area of influence. In addition to maintaining current efforts in academics, research, and on and off campus engagement, significant growth is necessary in the number of SUS attributed courses, and their distribution across departments, as well as the adoption of learning outcomes at the programmatic, and/or university-wide level.

### *Cohort Information*

There are insufficient years of data regarding SUS-attributed courses and students enrolled in those courses for a cohort analysis to be done regarding performance indicators such as retention and completion or other potentially meaningful relationships.

A look at the characteristics of students who have been enrolled in SUS courses thus far suggests that they are close to the general WSU student population with respect to Hispanic students. They made up 12.1% of students enrolled in SUS sections in Fall 2021, while the Fall 2021 degree seeking students were 13% Hispanic.

### *Student/Faculty Needs & Satisfaction*

#### **Students**

The SPARC does not have a formalized approach to identifying the overall needs and satisfaction of students who engage in campus-wide events and initiatives. This could be an explicit component of the next WSU Sustainability Survey in fall 2023, for students, faculty and staff, though it might be difficult to get specific feedback regarding the SPARC's programs and services when the survey addresses the whole array of WSU Sustainability (Green Teams, student clubs, events of all kinds, etc.). The 2020 survey had an

option for respondents to leave a comment, but it was not specific to needs/satisfaction. Likely SPARC event-based feedback and opportunities for suggestions (needs) would be better.

There is a better sense of student satisfaction/needs for those students who are employed with the SPARC. They are asked occasionally by the manager and director for feedback on projects/processes and whether they have what they need to accomplish their tasks. Students have also written reflections on their experiences with the SPARC which reveal high levels of satisfaction (except perhaps for so much spreadsheet work!). One from Keilee Higgs who worked for about two years with the SPARC is illustrative:

*I think that working at SPARC impacted me the most by engaging with all of you (Alice, Bonnie, Joan, Jenn, and all the other student interns I got to work with, as well as lots of others I'm sure I'm forgetting right here on the spot!) – you each taught me something valuable and welcomed me into a community that expands far beyond just the Weber State campus and cohort, and even sort of has its own culture. I find members of this community everywhere I go: at my current workplace, on the internet, in my community where I live, and even just all around me when I'm out and about, and because of what I've learned from my time at SPARC, I'm able to recognize that culture and engage and connect with these people in a way I never would have been able to before.*

*I've learned a lot of different skills from all of you amazing people, such as: seeing others with compassion, seeking the truth in all situations and seeing both sides of a story, keeping data and work well organized, communicating well both to the scientific community and the general public in an engaging way (kind of like being a good storyteller), paying attention to detail both in your work as well as other people, and the most important thing I've learned is that work is not just work for the money or for the big boss - there's a reason, and it's people - there's always a why and an audience, and you need to understand it at all points in your work, no matter what type of work you're doing.*

*I especially appreciated the mentorship from the above-mentioned leaders of SPARC/ESO. Each of them always recognized a teaching moment and took advantage of it when one came, gently guiding us as interns to become the independent workers/leaders we needed to be as we went through our schooling and internships.*

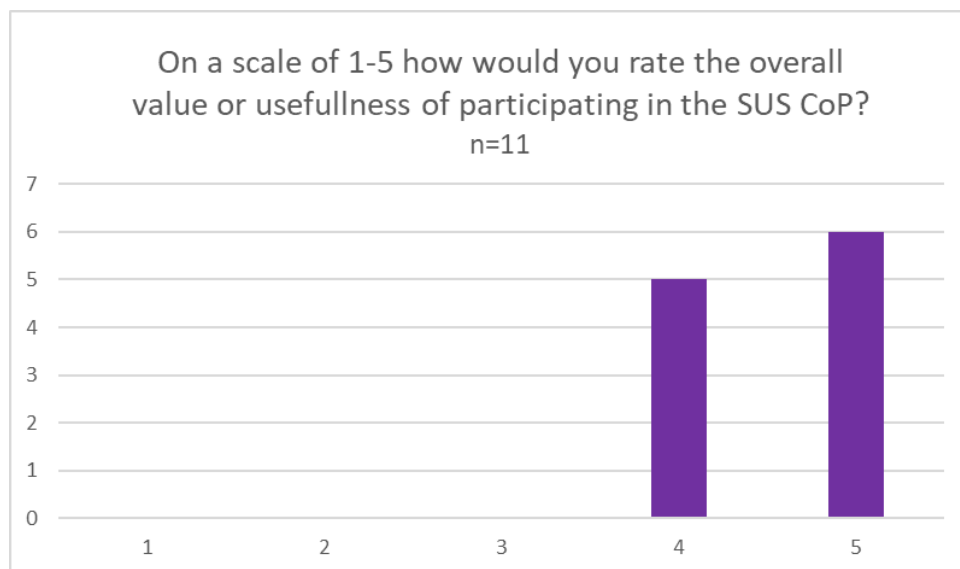
Student input, via the Environmental Ambassadors and student sustainability employees (both SPARC and ESO), is sought regarding keynote speaker ideas for the ISS and a student is always included on the ISS planning committee. Students who have received email reminders regarding the fall sustainability speaker series have been included in requests (via a Google form) for future ideas, suggestions for that series, with little overall response. Any students who register for the ISS would also have an opportunity to complete the ISS feedback survey.

## **Faculty**

Faculty feedback, both that of participants and co-facilitators, has been sought for those participating in the previous three year-long sessions of the Sustainability Community of Practice (AY20 and AY21). They are asked: whether expectations were fulfilled, about usefulness of the CoP, most important take-away, what they might do differently, what or whether questions remained unanswered, whether they'd



recommend it to another colleague and whether they'd be willing to serve as a mentor for another faculty. Of the eleven faculty responses to the surveys containing a five-point evaluation scale (with 5 the highest), the usefulness/value of the SUS CoP was a 4.54 overall. They all reported having their expectations met and would recommend it to others (an example of feedback is below).



Would you encourage a colleague to participate in this CoP? Why or why not?

5 responses

Absolutely

Absolutely. I would tell them that they would get a lot of great ideas about how to bring sustainability into their classes, and meet people who have similar perspectives and have likely wrestled with similar challenges in doing so.

Absolutely. Because if I'm still learning from it all, I know it's likely a good place for anyone to learn, no matter how much or how little experience they have with sustainability curriculum.

Yes!

Yes - for the reasons mentioned above - overall a fantastic experience.

Other faculty feedback regarding needs/satisfaction is less formal and documented but has been in the form of input by faculty who:

- Are members of the EIC,
- Helped shape the SUS attribute application,

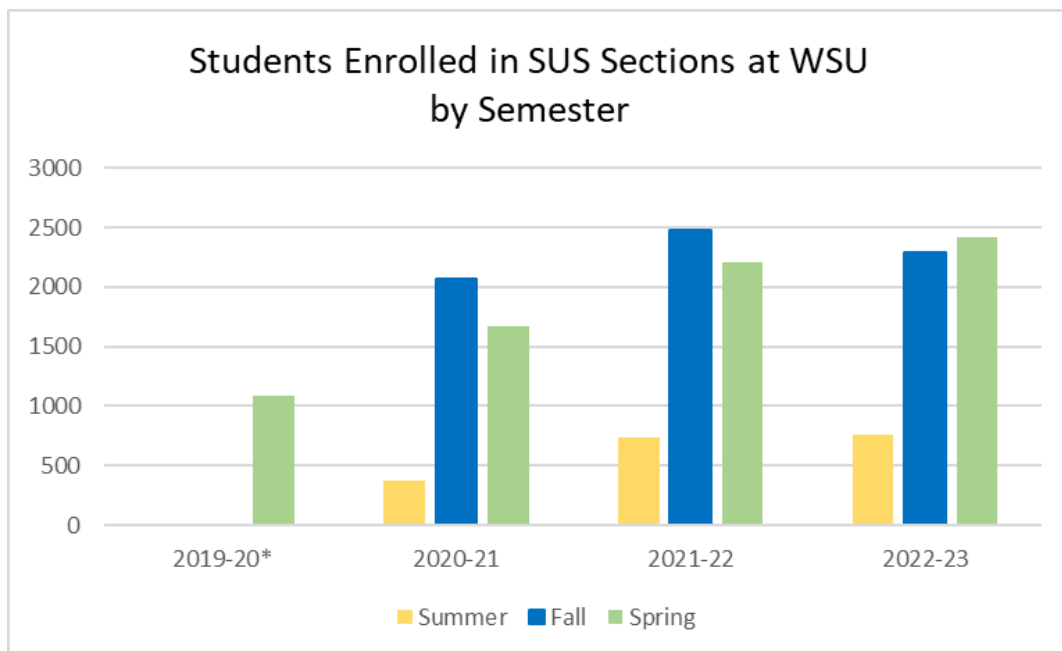
- Attend the annual WSU Sustainability Retreat (includes EIC members but also others who have been engaged and want to participate)
- Attend the ISS and have offered feedback, suggestions
- Have reached out to the SPARC director or manager with questions regarding resources, funds, etc.

### *Basic Student/Faculty Information*

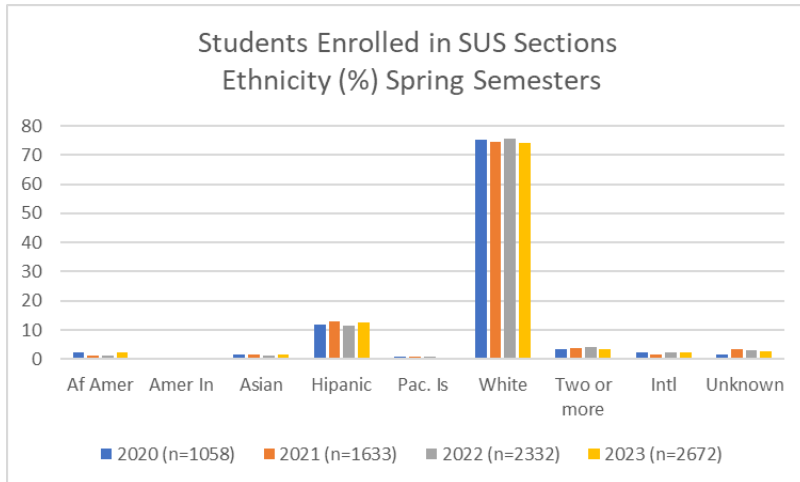
The largest area of faculty and student engagement related to the work of the SPARC is tracked through institutional data on the SUS attribute, faculty who teach sections and students enrolled, including their characteristics. As discussed in the “Outcomes” section above, there is also information on registration/attendance at the ISS by WSU students and faculty/staff, and other recurring or major events, though use of a single system/approach to tracking has been lacking. There are some data regarding the usage/receipt of the communications the SPARC sends out: the WSU Sustainability newsletter and social media. This information along, with the student and faculty characteristics associated with SUS sections, are provided below.

#### **Characteristics of Students in SUS Sections**

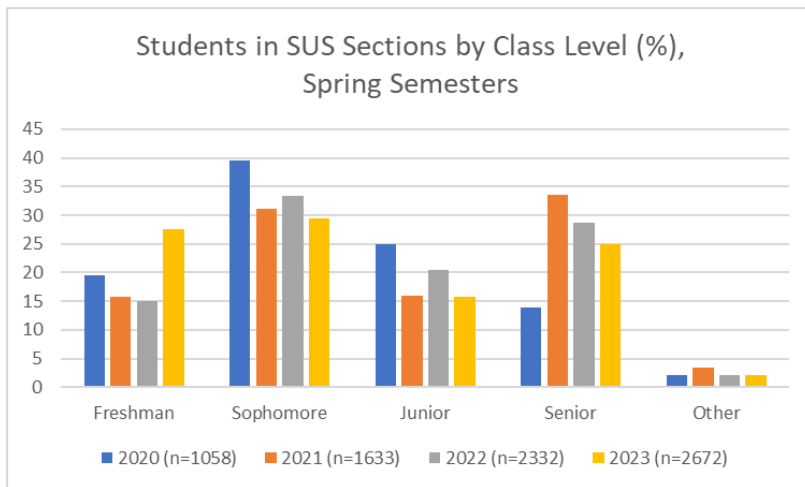
Over the number of students enrolled in SUS sections at WSU has been increasing since it began to be used in Spring 2020 from 3,368 in 2020 (Spring, Summer and Fall) to 5,553 in 2022.



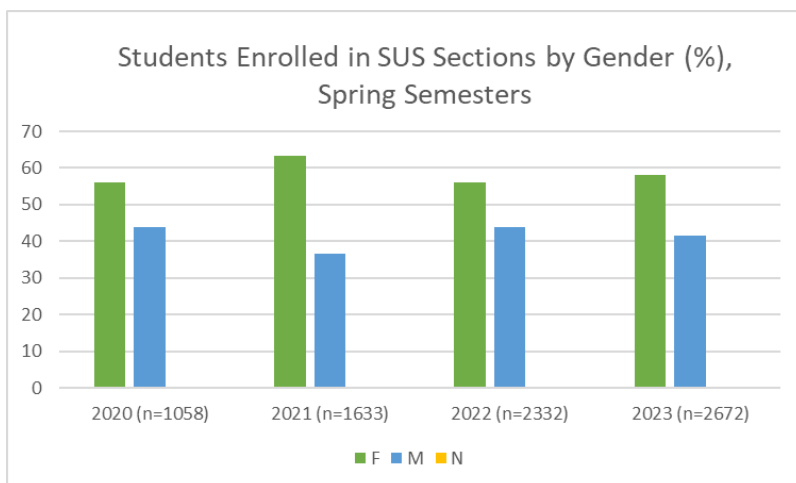
**Note:** Does not include concurrent enrollment. \*Spring 2020 first use of SUS.



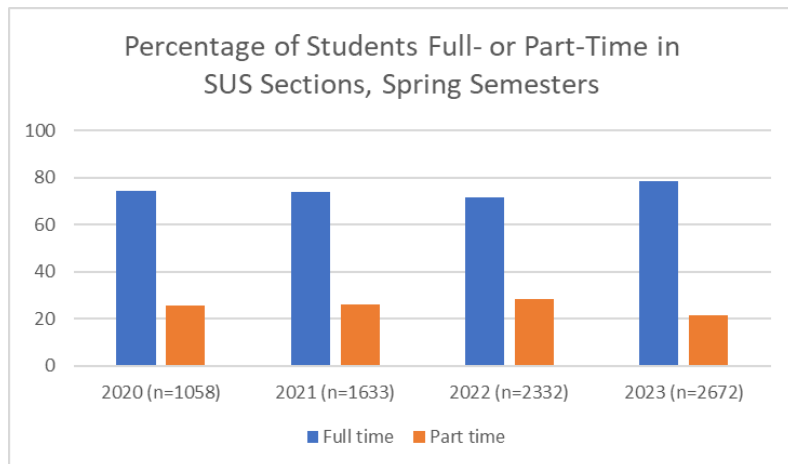
The ethnicity characteristics of students in SUS courses generally mirror that of the university writ large in terms of degree-seeking, matriculated students. Spring 2023 had 12.4% Hispanic and 74.1% White students enrolled.



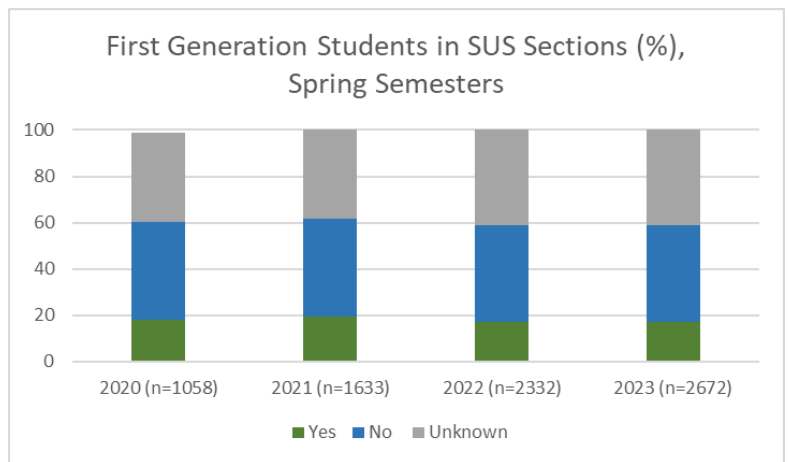
There is a notable increase in Freshman students in SUS courses since spring 2020, likely a reflection of an increase in Gen Ed courses that now have the SUS attribute, especially when designated regardless of instructor.



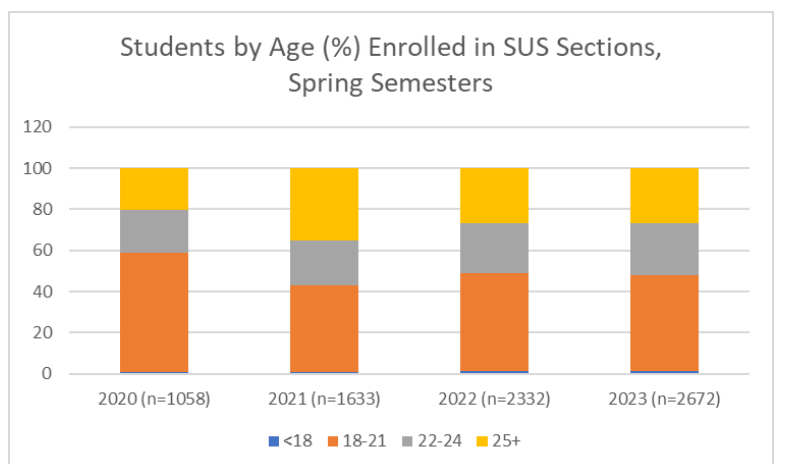
There are more female than male identifying students in SUS sections.



The proportion of students in SUS sections considered in terms of full- or part-time status, age and whether they are first generation students or not is quite consistent over the four spring semesters.



The percentage of First Generation students has remained similar over the four spring semesters of SUS.



Age characteristics of students in SUS are characteristic of WSU's overall student body.

**SPARC Student Employees Over Time**

The other area to consider student characteristics is with respect to the students who work for the SPARC. The numbers and hours worked are in the table below. While the SPARC hasn't kept a profile of student hourlies, typically students are hired as juniors or seniors, though one freshman was hired and worked for the SPARC for four years. Numbers, total student hours worked, gender identity and major are all noted below.

**SPARC Student Employee/Interns, AmeriCorps Member and Hours Worked**

Year	Number of Students	Student Employee Hours	AmeriCorp Member Term
2016	2	395	N/A
2017	3	805	N/A
2018	4	1267	N/A
2019	3	1800	N/A
2020	2	1036	1700
2021	2	636	1700
2022	3	1103	1700
2023 (to-date)	5	837	1200
TOTAL	16 unique students, some worked for more than one year	7,879	3 individuals, 4600 hours of service

**SPARC Student Employees:**

There have been 8 female identifying student employees and 6 male identifying ones over time. Their names and majors are:

- Beverly Brewer (Geography)
- Andrew Hackett (Geography)
- Tyler Hole (Geography)
- Andrew Leon (Graphic Design/Communications)
- Katherine Meyr (Earth and Environmental Science)
- Chase Wilson (Geography)
- Keilee Higgs (Earth and Environmental Science)
- Samantha (Hunter) Caldwell (Teacher Education)
- Taylor Hepworth (Graphic Art)
- Nathan Hole (briefly - Geography)

- Lia (Camelia) Becerril (Geography, Environment and Sustainability)
- Liz Stringham (Geography, Environment & Sustainability)
- Tess Musgrave (Environmental Science, Geospatial Studies)
- Phil Sifuentes (MBA Program)

SPARC Student Interns (credit earning and both female)

- Jessica Murdock (Geography)
- Katherine Berghout (Communications)

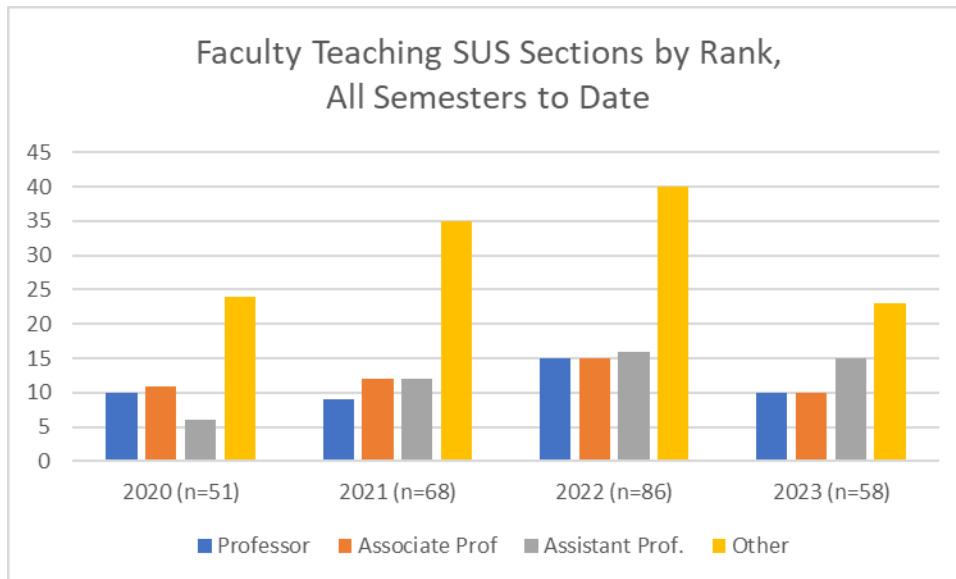
AmeriCorps Service Members

- Chase Wilson (WSU Graduate)
- Sadie Braddock (WSU Graduate)
- Megan Ley (MA Student from University for Peace, established by the United Nations)

It is noticeable that there are many Geography, Environment & Sustainability (the department's new name) students on this list. It tends to be one of the disciplines that attracts sustainability-focused students and is the home department of the SPARC director. That said, job openings are always advertised across campus, through the WSU Jobs list, the Sustainability website and to departments and faculty who might have interested students.

### **Characteristics of Faculty Teaching SUS Sections**

There are a couple of interesting observations regarding faculty rank for those teaching SUS sections. First, there has been an increase in assistant professors teaching SUS and a slight decline in professors. Second, clearly a higher proportion of instructors of SUS are adjunct faculty or full-time instructors, as shown in the graph below. This may reflect the increase in SUS Gen Education courses which may have several sections taught by this category of faculty (e.g., Nutrition 1020, GEOG 1000, BTNY 1403). This reveals the importance of providing opportunities to all faculty who are interested to participate in SUS faculty development opportunities. The SUS Community of Practice is open to any faculty member and advertised through the TLF. There have been at least 4-5 adjunct faculty/instructors who have participated in it or other workshop opportunities. Presentations have also been given in the past at the adjunct faculty retreat, but this is a reminder to pursue that audience more intentionally.



As of AY 23, there are 121 unique instructors who have taught SUS sections since the attribute came into use. Looking at the characteristics of these faculty for all semesters of 2022 indicate they were:

- 62.79% Female, 37.21 % male, and
- 4.65% Hispanic, 87.21% White, 8.14% Other.

The spring semester 2023 data suggest there may be a decrease in the difference of gender identity with 56.9% female and 43.1% male, but whether that is an overall trend is not clear. The ethnicity proportions have not changed significantly since spring 2020.

Individual demographic characteristics of faculty have not been pursued in recruiting for the SUS CoP or nudging anyone to apply for the SUS attribute. Nor have they been inventoried. Rather, faculty interest in sustainability, and bringing in faculty from departments that do not have a SUS attributed course have been considered. Appendix F lists the numbers and number of departments represented for each of the faculty development opportunities the SPARC has hosted. A list of faculty and departments that have participated in the SUS CoP is also included.

## Dissemination

The programs, projects, and achievements of the SPARC and students and faculty it serves are variously shared to the campus community (students, faculty, and staff) through a variety of means; these include:

- Sustainability newsletters (to campus and community) which share highlights of student/faculty work, award winners, community program outcomes, growth of the SUS attribute, and engagement with the ISS (as well as the ESO's operations and student sustainable clubs' news/achievements)
- WSU Strategic Plan and Annual Snapshot brochure (both on the Sustainability Website under

“Learn More - Reports”)

- SPARC Annual Reports to the Associate Provost & Provost (these have not been publicly available, but should be added to the Reports section of the website)
- A yearly update to the Faculty Senate on the work of the EIC which connects with that of the SPARC
- An annual SUS Attribute Report to the Faculty Executive Committee
- Quick facts of courses, depts teaching sus, speakers, ISS are shared with MarComm for yearly Sustainability Snapshot brochure (2021-22 is being prepared) and other WSU promotions
- Presentations on WSU Sustainability and the SPARC at the New Faculty Retreat, College opening meetings, at some campus events and classes, as well as to community groups (these are listed in SPARC Annual Reports)
- The April WSU Sustainability Awards event for the campus community which includes updates from each area including academics and community program work
- Annual WSU Sustainability Retreat (faculty, staff and students participate) – accomplishments are often reviewed as plans and priorities are made for the coming year.

One area that has not been distilled and shared well with the campus community, beyond EIC and the sustainability team, are the results of the literacy and culture survey. As noted earlier, a plan for timely analysis, summation and dissemination needs to be worked out prior to it being administered again.

A wider audience for the dissemination of outcomes/progress is reached through:

- A yearly [Earth Day press release](#) by MarComm in April highlights WSU Sustainability, including academic achievements (SUS and research), community programs and the ISS
- Occasional community program specific press releases through MarComm
- STARS reporting every three years which includes teaching, research, and campus and community engagement data (this includes more than SPARC programs/services). Any institution's report to STARS is publicly available.
- Grant reports to UCAIR and other funders (Dee Foundation, Hall Community Grant) – on community program outcomes
- UCAIR partner meetings – sharing community program outcomes/updates
- AASHE Conferences/webinar (audience of higher education peers) – presentations on the Community Solar Program as well as the WSU Sustainability Literacy and Culture Survey.



# Relationships with External Communities

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The SPARC works with community partners, and other higher education organizations to inform and educate the public, and collectively work toward a vibrant, just and livable world. These partners, and by extension, the external communities they stem from, inform programs and services (especially community programs) through their sharing of resources, materials, or experiences; opportunities; policy and funding updates (such as rebates/tax incentives for emissions reduction); expertise, and point-of-view with respect to prioritization and/or the best approach to address an issue, often those of air pollution and climate change.

## Community Program Partners

The SPARC's community program partners help to fund, inform, promote and enable community programs. These partnerships facilitate a wider reach and improved programs to better serve community members and our students. The community programs offered by the SPARC are for community members but they would not be anything like as successful without the collaborations and support it has with other organizations. The SPARC has had many community partners over the years, some who collaborated on a single project, such as the Waste Fair and the Fix-it Clinics, but listed below are the partners we've worked with on multi-year or significant projects and the type of relationship and support/collaboration they provide.

### **Home Energy Assistance Target (HEAT) Program**

As an agency that works with low-income households HEAT is a critical outlet for the provision of the free LED and smart thermostats available through the Empower Northern Utah program (2019 – 2023).

### **Intermountain Healthcare (new)**

IHC is a new partner participating in and supporting a hoped-for 2023 community program, organized in partnership with many other partners such asUCAIR and Bike Utah, focused on electric bikes.

### **Ogden City**

The SPARC has worked with Ogden City on amplifying promotions of the Empower Northern Utah program, particularly trying to reach all households within the city.

### **Ogden Nature Center**

The Ogden Nature Center has helped promote community programs through their social media and has also had a table for the SPARC/WSU Sustainability at their Earth Day celebration.

### **Utah Clean Air Partnership (UCAIR)**

The SPARC and ESO first applied for and were awarded grant funding fromUCAIR in 2018 for the Cut Pollution-Mow Electric program geared toward reducing harmful emissions that exacerbate the summertime ozone problem. The organization holds monthly "Partnership" meetings which provide

useful legislative and air quality updates, round table sharing and networking time, all valuable and informative for the SPARC, for both community programs and the ISS.

UCAIR is now looking to take a central role in a multi-partner (including the SPARC), statewide community program, mentioned earlier, focused on electric bikes. This was a suggestion brought to them by the SPARC manager.

### **Utah Division of Air Quality (UT DAQ)**

The UT DAQ worked with the SPARC on the electric mower community programs, including providing state funding. Influence flowed both ways as the state adopted the model of the SPARC program to work with local Health Departments in the implementation of the electric lawn mower exchange program. Ultimately the DAQ took the lead to run the mower exchange program in subsequent years with the SPARC and other partners providing a supporting role of promotions to our local communities.

### **Weber County Library**

Location is critical for connecting with community members and providing easy access. The main Weber County Library in central Ogden has been an important partner in this regard, serving as a space for both LED light bulb and smart thermostat exchanges. It also helped advertise to its patrons about the program.

### **Weber-Morgan and Davis Health Departments**

The initial SPARC and ESO partnership with Weber-Morgan and Davis Health Departments was focused around the electric mower exchange programs of 2018 and 2019. Each contributed funds and time to the programs and worked collaboratively, along with the DAQ, on the successful implementation of the program. They remain important partners in environmental health concerns, possible placements for sustainability internships and engage with the ISS as well.

## **Higher Education Institutions**

Working with other higher education institutions the SPARC enhances its ability to advance our goals to be STARS gold, help the region strive for carbon neutrality, to learn from and share with peer-organizations and build upon mutually supportive efforts. Many of our collaborative efforts are listed below:

### **University of Utah**

- STARS peer review (an arrangement between the U of U, WSU and USU)
- Provides support for ISS including: promotional support for event and student poster contest, provides content including sessions and workshops, and suggestions for presenters
- Collaborative presentation to AASHE
- Collaboration on 2023 E-bike program
- General peer-to-peer support
- Co-convener of UCAN
- Previously participated in the Higher Education Consortium

### **Utah State University**

- STARS peer review
- Provides support for ISS including: promotional support for event and student poster contest, provides content for sessions and workshops
- Collaboration on 2023 E-bike program
- General peer-to-peer support
- Previously participated in the Higher Education Consortium

### **Bard College – Center for Environmental Policy and the Open University**

- Co-founders and organizers of the [Worldwide Climate Teach-In](#)

### **Brigham Young University**

- Provides support for ISS including: promotional support for event and student poster contest, provides content for sessions
- Collaboration on 2023 E-bike program
- General peer-to-peer support

### **Utah Valley University**

- Provides promotional support ISS and the student poster contest
- Collaboration on 2023 E-bike program
- General peer-to-peer support

### **Salt Lake Community College**

- Provides support for ISS including: promotional support for event and student poster contest, and participated in the Eco Expo
- Collaboration on 2023 E-bike program
- Coordinated on Food Summit in the past
- General peer-to-peer support

### **Southern Utah University**

- Provides ISS support to promote the student poster contest

Additionally, the SPARC reaches out to additional colleges across Utah and the Intermountain Region to promote the ISS, especially regarding the student poster contest.

## **Intermountain Sustainability Summit Audience and Participants**

The ISS is shaped by the speakers from across sectors who propose sessions, by the exhibitors and participants who attend it, the businesses, large and small, and other entities that sponsor it (recent sponsors can be seen on the [ISS website](#)), and the interests of the wider sustainability community. A network of partners, including many of those listed above help with outreach to promote engagement with the event as well. The event is mutually beneficial in terms of providing a space for networking, information sharing and inspiration for the sustainability professionals and community attendees, as well

as an important opportunity for the WSU campus community to learn from and interact with a range of actors working to address collective sustainability challenges.

## Utah Clean Energy

The SPARC collaboration with [Utah Clean Energy \(UCE\)](#), a leading non-profit organization based in Salt Lake City, has been vital to its community program work and efforts to help community members reduce climate-changing emissions. The partnership has included formalized consulting and services provided by UCE, as with the Susie Hulet Community Solar program, described elsewhere, as well as less formal advisement, brainstorming and sharing of resources, with the flow going in both directions. A staff member from the UCE has for several years served on the ISS Planning Committee as well.

## Utah Climate Action Network

With the approval of the WSU President and Provost, the SPARC signed WSU on as a Supporter Institution of the [Utah Climate Action Network](#) in 2016. The Network is a collaborative effort between government, educational institutions, non-profit organizations and businesses to foster understand and action on climate change impacts, and adaptation and mitigation needs in Utah. WSU, via SPARC was later invited to become part of the convener leadership group, joining sustainability representatives from Utah Clean Energy (which houses UCAN), the University of Utah, Park City, Salt Lake City, Alta, Summit County, Salt Lake County Health Department, and the Brendle Group. The SPARC director, manager, and often the Sustainability Manager from ESO regularly attend both convener meetings and the UCAN quarterly meetings. The ISS event serves in some respect as one of the quarterly gatherings. As with the UCE relationship and partnership, the UCAN group is excellent for both amplifying the outreach of the SPARC but also real collaborative thinking and sharing in approaches to addressing climate change. WSUs work and experience in energy efficiency, electrification and renewable energy sourcing has been both shared with and tapped by the Network.

# Summary

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## Major Changes 2015-2023

### *Personnel Improvements*

1. Hired full-time Academic Sustainability Coordinator (July 2015).
2. Created two part-time student hourly sustainability coordinators (first position in 2015, second position in 2016).
3. Added part-time administrative help and budget specialist through a full-time Budget Specialist position established for High Impact Educational Experiences (HIEE) Unit and housed within SPARC (Fall 2018).
4. Increased number of student hourly positions from 2-4, adding a Student Communications Coordinator (2017) and a Student Diverse Engagement Coordinator (fall 2022).
5. Added in 2019 a nearly full-time (1700 hours) AmeriCorps Vista member to assist each year with community programs and the Intermountain Sustainability Summit.
6. Coordinator position revised and advanced through job audit to Sustainability Programs & Engagement Manager (2022).
7. New for 2022-23: Have shared access with the other HIEE areas to a now full-time Graphics and Digital Media Specialist based in the Marketing and Communications Division. (Position was previously hourly and based in the Teaching and Learning Forum).
8. Added a part-time (20 hours/week) Student Administrative Assistant position.

### *Physical Space Improvements*

1. Obtained a director's office space and two cubicle spaces, plus shared work space and conference room in the Stewart Library Suite 147, shared with Office of Undergraduate Research and Bachelor of Integrated Studies (BIS) office (2017). Formerly had only one additional office beyond the faculty director's department office in the old Social Science building.
2. Added a third cubical to the SPARC's space within the suite for the Budget Specialist (now used by a student worker as the Budget Specialist now works remotely) and additional storage space on the same floor.
3. Obtained a second private office for the Sustainability Manager in this suite when BIS moved to another location. 2020
4. Added a fourth cubical and front desk space (2022) for student and admin hourly staff (possibly temporary as OUR's needs may change).

### *Programmatic Changes/Additions*

1. Took full ownership of the Intermountain Sustainability Summit (separating from co-ownership with Utah Recycling Alliance) (2016)
2. Administration, promotion and reporting for the SUS course attribute (2019)
3. Started (2019) an annual faculty Sustainability Across the Curriculum Community of Practice
4. Initiated annual participation in Solve Climate by 2030 Initiative (2020), a national and now international initiative. Bringing Weber State's engagement with climate education and action to a broader stage.

## *Strategic Initiatives*

1. Completed in 2022 a five-year Sustainability Strategic Plan (the plan work began in 2020) in collaboration with the ESO staff to identify and map out goals and objectives for the university to achieve STARS Gold by 2025.
2. Expanding and surfacing sustainability across the curriculum: proposed and had approved in 2019, a SUS course attribute to identify courses that include a minimum of two sustainability learning outcomes and sustainability content.
3. Joined the Utah Climate Action Network as a “Convener” member to build partnerships and help guide and facilitate climate education and action within the state.

## Upcoming Challenges and Needs

### *Staffing Turnover/Funding Constraints*

While the Director and full-time manager for the SPARC have not changed since the Center’s first year, the reliance on student workers and the AmeriCorps Vista member each year means that there has been significant turnover as students graduate and the AmeriCorps member term is for a maximum of two years. Each new hire takes a significant amount of time from the Sustainability Manager’s days to train and orient to the work of the center. With the contemporary economic context of inflation and higher wages off-campus, there is also concern of being able to continue to attract students and AmeriCorps volunteers without competitive hourly rates (for students) or living allowance (for the AmeriCorps position).

### *Evaluation Needs*

WSU Sustainability Survey: there needs to be a solid plan in place to manage, analyze and report on the next round of the WSU Sustainability Survey, particularly with an eye toward any discernable changes across the areas.

Tracking engagement: Need to be more consistent in the system used to track engagement and characteristics of who is attending SPARC events, to ease yearly and year-over-year reporting. Now that GivePulse is in place and seems likely to be in use for some time, it is the most likely candidate.

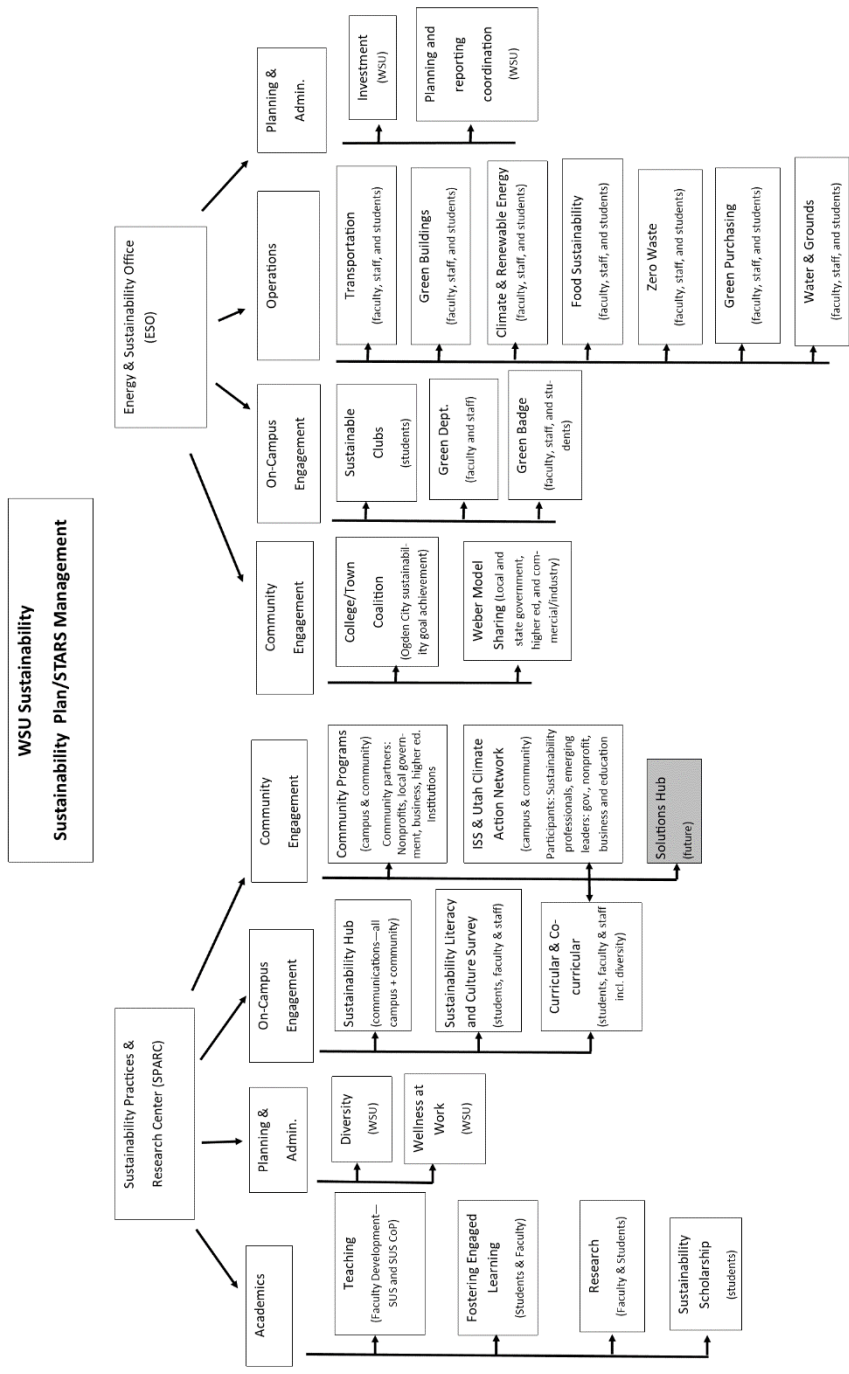
### *Expanding Capacity to Meet Goals*

Our vision and awareness of needs (and the programming/services to meet those needs), which would help make the campus, curriculum and community more sustainable is significantly outpaced by our capacity. A lot has been accomplished these eight years, but more needs to be done to advance the mission of the SPARC and meet the sustainability goals of both WSU Sustainability and WSU writ large. Capacity, in terms of more consistent full- (ideally 2 positions) and part-time staffing (at least one administrative position) must be expanded however, if more is to be done, and even, in some instances, to maintain the level of accomplishment of the last years.

# Appendices

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Appendix A: Diagram of WSU Sustainability Plan/STARS Management by SPARC & ESO





# Appendix B: WSU Sustainability Plan, 2020-2025: Academics and Engagement Goals and Objectives Tables

## Teaching, Research and Engaged Learning Goals

GOALS	OBJECTIVES
<p>Increase the number of students who understand the importance of sustainability, and how to incorporate sustainable practices in their careers, at home and across their communities.</p>	<ul style="list-style-type: none"> <li>• Each year have 350 or more sections utilizing the SUS attribute, and/or directly addressing SDGs challenges.</li> <li>• Sustainability is included in General Education through an optional SUS Gen Ed “path”</li> <li>• A SUS course or learning outcome is included in General Education requirements.</li> <li>• Sustainability-related learning outcomes are present at the degree program level, covering 12.5% of graduating students.</li> </ul>
<p>Promote and support sustainability teaching and research.</p>	<ul style="list-style-type: none"> <li>• 100% of campus departments are offering one or more SUS attribute sections.</li> <li>• Fund the Sustainability, Teaching, Application and Research (STAR) grants for faculty/students.</li> <li>• Offer one or more graduate-level sustainability-focused, major, degree program, minor, concentration or certificate.</li> <li>• Facilitate open access publishing.</li> </ul>
<p>Provide high-impact educational experiences for students.</p>	<ul style="list-style-type: none"> <li>• Provide two or more immersive sustainability-focused experiences every year (e.g., net zero house, service-oriented spring break/study abroad, R.E.A.L. projects, internships, etc.).</li> <li>• Continue to engage students/faculty/staff with campus as a living laboratory in ten or more various impact areas (as defined by STARS).</li> </ul>

## Campus Awareness & Engagement Goals

GOALS	OBJECTIVES
Increase the number of students annually engaging in sustainability programs, events, clubs and/or initiatives.	<ul style="list-style-type: none"> <li>• Include sustainability prominently in new student orientation activities and programming.</li> <li>• Create a student sustainability educators program, hiring one (or more) student(s) per college to facilitate peer-to-peer engagement and support the department's sustainability efforts.</li> <li>• Continue to host at least one outreach campaign per academic year that yields measurable, positive results (e.g. Clear the Air Challenge).</li> <li>• Facilitate sustainability-focused high impact educational experiences (curricular and co-curricular); including, the Intermountain Sustainability Summit, Sustainability Perspectives Series, Solve Climate, internships, alternative spring breaks, student clubs, etc.</li> </ul>
Increase the number of faculty and staff annually engaging in sustainability programs, events, or initiatives.	<ul style="list-style-type: none"> <li>• Include sustainability prominently in new faculty and new employee orientation activities and programming.</li> <li>• Have 75% of all faculty and staff participating in the Green Department Certification Program.</li> <li>• Engage 50% of all non-academic staff in one or more sustainability-related professional development/training opportunities per year.</li> </ul>
Increase engagement and collaboration with diverse populations on campus.	<ul style="list-style-type: none"> <li>• Elevate voices of diverse populations in sustainability through building inclusive relationships across campus.</li> <li>• Participate in and support events, programs and initiatives hosted by diverse populations.</li> <li>• Engage under-represented groups in sustainability through campus sustainability initiatives, programs, events and opportunities.</li> </ul>
Measure campus sustainability literacy and culture every three years.	<ul style="list-style-type: none"> <li>• Increase student/faculty/staff awareness and knowledge of, and engagement with sustainability, as measured by the WSU sustainability survey.</li> </ul>

## Community Awareness & Engagement Goals

GOALS	OBJECTIVES
Create a new community sustainability solutions center to provide a one-stop-shop to our region, including governments, businesses and individuals, to obtain information on how they can reduce their carbon footprints and implement sustainability practices.	<ul style="list-style-type: none"> <li>• Secure funding, staff, and interns to support the sustainability center.</li> <li>• Secure a physical location for the center.</li> <li>• Create and assemble resources to provide information on and facilitate sustainable living and planning, green business practices, climate action planning, climate resiliency, energy conservation and efficiency, electrification, renewable energy, green construction, rebates, and financing.</li> </ul>
Partner with municipalities in implementing sustainability and climate action-oriented practices.	<ul style="list-style-type: none"> <li>• Help implement the Ogden City Energy Wise Plan.</li> <li>• Serve on or assist the Ogden Natural Resources and Sustainability Stewardship Committee.</li> <li>• Help municipalities identify the means and methods for procuring renewable energy.</li> <li>• Assist with initial greenhouse gas emissions reports and climate action plans for municipalities.</li> </ul>
Partner with organizations in implementing sustainability and climate action-oriented practices.	<ul style="list-style-type: none"> <li>• Host the Intermountain Sustainability Summit.</li> <li>• Collaborate with Utah Climate Action Network in hosting events and assisting with initiatives</li> <li>• Share scalable WSU model/strategy for emissions reduction and engagement strategies.</li> </ul>
Inform and support individuals and households in understanding sustainability, its importance, and becoming more sustainable.	<ul style="list-style-type: none"> <li>• Host Empower Northern Utah program each year.</li> <li>• Include community in sustainability events.</li> </ul>

## Appendix C – Annual Report Overviews: SPARC At a Glance (2016-2022)

### *SPARC 2015-2016, At a Glance*

- **Campus and Community Engagement: 7th Annual Intermountain Sustainability Summit, March 24-25, 2016** engaged **over 400 participants** across diverse sectors including academic, business, government, and nonprofit. More than **50 WSU students attended** one or more of the **16 sessions and/or 3 workshops**. The regional conference attracted individuals from across Utah, and neighboring states.
- **Community Engagement/Service: The Susie Hulet Community Solar Program** was offered to Weber, Davis, and Morgan county homeowners to educate about and facilitate the installation of residential solar power. Impact: **6 informational workshops with over 1050 attendees, 7 outreach events, over 600 households investigate solar** via the solar survey, **142 households installed solar (718 kW, over 2500 solar panels)**.
- **Campus/Student Engagement: Shades of Green offered Fall 2015** - an experimental, multidisciplinary, 1-credit course/lunch and learn with **average of 20 participants** (14 students, 4 faculty, 3 staff) each session. **Nineteen faculty from 15 disciplines participated in the course instruction**.
- **Campus and Community Engagement: Planning and logistical support for internationally known climatologist Dr. Richard Alley's December 11, 2015 visit** to campus, including two public lectures (both on- and off-campus), a student-faculty breakfast, a local leader networking lunch, and dinner with planning team (students, faculty, staff). **Over 700 campus and community members attended these events**.
- **Faculty Development:** Planned and hosted two ½ day **Teaching Sustainability Workshops**, May 2015 (**24 participants**) and May 2016 (**33 participants**), providing an orientation and resources regarding sustainability at WSU in practice and in academics.
- **Faculty/Student Engagement:** Sponsored **Faculty (2) and Student (1) Sustainability Research Awards** 2015 and 2016.
- **Off-campus Community Education/Engagement: 3 community education/outreach events** (Ogden Nature Center, Northern Utah STEM Expo). SPARC also engaged 15 community volunteers to contribute more than 140 volunteer hours, mostly with SHCS.
- **Campus Engagement: Planned and Coordinated 2 WSU Sustainability Retreats** (faculty, staff, admin.) for planning, strategizing and prioritizing sustainability issues/goals for WSU, May 2015 and 2016 (**15 and 19 participants**, respectively).
- **Student engagement: Two student interns** (one paid, one for-credit) worked a total of **395 hours** on events, research, outreach. SPARC worked with **6 student volunteers** who collectively contributed more than **65 hours** toward sustainability activities.
- **Volunteers: 40 volunteers** contributed over **345 hours** of service

## *SPARC 2016-2017, At a Glance*

- **Campus and Community Engagement: 8th Annual Intermountain Sustainability Summit, March 16 -17, 2017, including the Higher Education Forum, engaged over 520 participants** across diverse sectors including academic, business, government, and nonprofit. More than **100 WSU students and 75 faculty/staff attended** one or more of the **sessions and/or workshop**. The regional conference attracted individuals from across Utah, and neighboring states.
- **Community Engagement/Service: The Drive Electric Northern Utah Program** was open to Weber, Davis, and Morgan and Box Elder county residents to educate about and facilitate the purchase of electric powered vehicles. Impact: WSU hosted **2 informational workshops attracting 75 attendees, 200 signed up for the EV newsletter, just over 100 participants signed up for a discount code, and 28 participants made the switch to electric vehicles.**
- **Faculty Development:** Planned and hosted the **Integrating Sustainability Across the Curriculum Workshop**, on May 4<sup>th</sup> and May 5<sup>th</sup> (**27 faculty participants drawing from 18 departments and 5 colleges**) with Susan Santone of Creative Change. Provided an interdisciplinary framing of sustainability, instructional design tools, and hands on exercises for the inclusion of sustainability in a participating faculty's new or existing course syllabus.
- **Campus/Student Engagement: Shades of Green offered Fall 2016** – Innovative, multidisciplinary, 1-credit course/lunch and learn was offered again with **an average of 11 participants at each session** (7 students, 2-3 faculty/staff, 1-2 community) each session. **Twenty-one faculty from 15 disciplines participated in the course instruction.**
- **Faculty/Student Engagement: Sponsored Faculty (2) and Student (1) Sustainability Research Awards.**
- **Off-campus Community Education/Engagement: Four** community education/outreach events (3 at the Ogden Nature Center, and 1 Rotary Club presentation).
- **On-campus Community Education/Engagement:** An April 25 lecture event (in partnership with the Honors Program) focused on global warming and dismantling misinformation drew **media coverage and 106 participants, mostly from the community.**
- **Campus Engagement: Planned and Coordinated the WSU Sustainability Retreat** (faculty, staff, admin.) for planning, strategizing and prioritizing sustainability issues/goals for WSU, May 10-11 (**25 participants**).
- **Student Engagement: Three student interns** worked a total of **805 hours** on professional development, events, research, and outreach.
- **Media Coverage: Over the year the SPARC and/or its projects/events were covered in 10 media pieces in four different outlets (including radio).**

## *SPARC 2017-2018, At a Glance*

- **Campus and Community Engagement: 9th Annual Intermountain Sustainability Summit and associated events**, Feb. 28, March 1-2, 2018, engaged over **650 individual participants** from education, business, government, nonprofits and community. WSU students represented over 10 percent of participants with faculty/staff representing just under 10 percent of total attendees.
- **Community Engagement/Service**: SPARC collaborated on 2 community programs. The 30/30/30 event with Habitat for Humanity **assisted 6 low-income households upgrade to LED lighting**. The **Cut Pollution – Mow Electric Program**, offered in partnership with Weber-Morgan and Davis Health Depts., resulted in over **1,600 applicants** (from Utah to Cache Counties) enrolling for the program, and **the exchange of 837 gas mowers for clean electric mowers**.
- **Sustainability across the Curriculum**: Completed and submitted a proposal to Faculty Senate for a SUST designator. Worked to include sustainability in Gen Ed. Offered faculty development including the “Full Ecology – Big Questions” Workshop (19 faculty), discussions with guest speakers, and the WSU Sustainability Retreat.
- **Faculty and Student Engagement**: Sponsored **2 faculty and 2 student Sustainability Research Awards**.
- **Faculty and Student Engagement**: Brought guest speakers to 7 classes and the Honors program. Coordinated the **Shades of Green multidisciplinary course with 21 faculty from 17 disciplines**.
- **Media Coverage**: SPARC its projects/events appeared in **11 media pieces in 5 different outlets**.
- **Student Engagement**: In FY 2018 **four student interns** worked a total of **1267 hours** on professional development, events, research, and outreach.
- The SPARC **Planned and Coordinated the WSU Sustainability Retreat** (faculty, staff, students) for planning, strategizing and prioritizing sustainability issues/goals for WSU, including sustainability in the curriculum and revamping the research awards, May 3-4, 2018 (**21 participants**).

## *SPARC 2018-2019, At a Glance*

- **Campus and Community Engagement:** The **10th Annual Intermountain Sustainability Summit on March 21-22, 2019**, engaged over **475 participants** across diverse sectors including academic, business, government, and nonprofit. More than **100 WSU students and 45 faculty/staff attended** one or more of the **sessions and/or workshops**. The regional conference attracted individuals from across Utah, other states, and the Navajo Nation.
- **Community Engagement & Impact: Electric Mower/Trimmer Exchange program**, run in partnership with County Health Departments, the Utah Department of Environmental Quality, andUCAIR. WSU's Sustainability team (SPARC and ESO) coordinated volunteers and the exchange day for the Weber-Davis areas. **421 mowers and 370 trimmers were upgraded to electric models** at the exchange, held at the WSU Davis campus. **Over 500 households participated in the exchange**. The program, at Weber State's request, reserved **10 percent of the equipment free of charge for low-income households**.
- **Student & Faculty Engagement:** Working with the EIC, a **Sustainability Designator (SUS) for courses was approved** by the Faculty Senate in January 2019. This designator will help increase awareness and visibility of sustainability across the curriculum at WSU.
- **Faculty Development:** The SPARC piloted and developed a faculty **Sustainability Community of Practice**, focused on teaching sustainability and the SUS designator **with 12 faculty from 11 departments and 7 colleges, meeting 8 times** during the 2018-2019 year.
- **Sustainability Across the Curriculum:** Spring 2019 saw the **highest number (53) of courses including sustainability** since the EIC began informal tracking four years ago. The **Shades of Green sustainability series** (Fall 2018) had on average 9 people at each session with **twenty faculty from 15 disciplines participating** in the course instruction.
- **Faculty & Student Engagement:** Sponsored **2 Faculty and 3 Student Sustainability Research Awards** to recognize outstanding sustainability research work.
- **Off-Campus Partnerships:** Through work on community programs, the Summit, and involvement with the Utah Climate Action Network, the Center fostered multiple partnerships with state, county, and non-profit organizations (**DEQ, UCAIR, SLC Sustainability, Health Departments, Utah Clean Energy**)
- **Student Engagement:** Three SPARC student interns worked a total of about **1800 hours on professional development, events, research, and outreach**.
- **Campus & Community Engagement:** In collaboration with WSU's sustainability team, the SPARC implemented an **overhaul of the Weber State Sustainability website**, to provide better access to resources and information for students, faculty, staff, and the community.



## *SPARC 2019-2020, At a Glance*

- **Campus and Community Engagement: The 11<sup>th</sup> Annual Intermountain Sustainability Summit**, March 19-20, 2020, preemptively pivoted to an online event, **attracting nearly 600 participants**. Planners **retained over 90% of sponsor funds** by rapidly adapting strategies. Viewers from over 20 Utah cities, 21 states, and a dozen countries tuned in.
- **Community Engagement & Impact: Empower Northern Utah Light Bulb Exchange program**, ran in partnership with the Weber County Library, Ogden City, the Energy and Sustainability Office (ES0) and others. SPARC coordinated student volunteers to assist over **480 households upgrade 6,500 bulbs to high efficiency LED lighting**. In aggregate, **participating households cut utility bills by approximately \$43,000 each year**. Just **over 50% of participants live in low-income households**.
- **Student & Faculty Engagement:** Launched and supported the **first application rounds and use of the SUS attribute for classes**, including creating the SUS Attribute webpage containing the “Why? What? And How?” and necessary links/resources. A total of **40 classes were approved for the SUS**, including 7 for all sections of the course.
- **Student, Faculty & Staff Engagement:** In January 2020 created a baseline assessment of the state of sustainability knowledge, attitudes, behavior, awareness and engagement with the **first WSU Sustainability Literacy and Culture Survey** of a representative sample of faculty, students, and staff (820 responses with 700 complete surveys).
- **Faculty Development:** The SPARC facilitated a faculty **Sustainability Community of Practice**, focused on teaching sustainability and use of the SUS attribute **with 8 faculty from 8 departments and 4 colleges, meeting 8 times** during the 2019-2020 year.
- **Sustainability Across the Curriculum:** Spring 2020 marked the **highest number (57) of courses including sustainability (based on SUS courses)** since tracking began. Also ran the very successful **Climate Change and Utah’s Future weekly sustainability series** (Fall 2019) with **38 attendees per session on average and 29 guest presenters** over the semester.
- **Faculty & Student Engagement:** Sponsored **2 Faculty (one was to a team) and 2 Student Sustainability Research Awards** to recognize outstanding sustainability research work.
- **Off-Campus Partnerships:** On community programs and the Summit, and a convener role with **Utah Climate Action Network**, the SPARC worked with **UT DEQ, H.E.A.T. Program, UCAIR, and Utah Clean Energy**, as well as with **Ogden City, Goal Foundation and Visit Ogden for the collaborative Intermountain Events coordination**.
- **Student Mentoring:** Two SPARC student interns worked a total of 1036 hours hosting events, doing research, engaging in outreach, and assisting in the office, as well as developing their professional skills.

## *SPARC 2020-2021, At a Glance*

- **Campus and Community Engagement: The 12<sup>th</sup> Annual Intermountain Sustainability Summit**, March 18-19, 2021, was held completely virtually and brought 74 speakers together for two days of events, which attracted **a total of 419 overall participants**, including 163 WSU students, faculty and staff. Participants and presenters came from 14 states across the country. Of the live sessions, 25% had an explicit diversity/social justice focus.
- **Community Engagement & Impact: Empower Northern Utah Smart Thermostat and Light Bulb Exchange program**, ran in partnership with the Weber County Library, Ogden City, the Energy and Sustainability Office (ESO) and others. **Approximately 310 households were served** by this program which provided 226 reduced-cost smart thermostats, 38 no-cost smart thermostats for low-income households, and 2264 no-cost LED bulbs. Along with energy savings, households are estimated to see cost savings of nearly \$100 per year.
- **Sustainability Across the Curriculum:** This was the second year for SUS attribute proposals with **18 classes** (from 7 departments) **newly approved for SUS**, 6 of which were for all sections of the course. During the year **162 SUS sections were offered, with 4112 students enrolled** (12,621 SCHs). All colleges are represented and 17 departments (nearly one third of the campus total).
- **Faculty & Student Engagement:** Sponsored **3 Faculty and 2 Student Sustainability Research Awards** to recognize outstanding sustainability research work.
- **Engagement on and off campus:** Hosted (via Zoom) a successful weekly sustainability course/speaker series, **“Climate Change and Culture Shift”** with **33 attendees per session on average** (students, faculty, staff and community members) and **24 guest presenters** over the Fall semester. Hosted in February a week-long **“Connect\* with Sustainability”** social media campaign as part of the Engaged Learning Series. Also hosted the second **Solve Climate Utah webinar**, April 7, 2021 with 4 presenters, including Congressman John Curtis and **130 attendees** at the live event.
- **Off-Campus Partnerships:** On community programs and the Summit, and a convener role with **Utah Climate Action Network**, the SPARC worked with **UT DEQ, H.E.A.T., UCAIR, and Utah Clean Energy**, as well as with **Ogden City**. We also served as **peer reviewers** along with Utah State of the **U of U’s STARS** submission in Fall 2020.
- **Student Mentoring:** Two SPARC student interns worked a total of 636 hours hosting events, doing research, engaging in outreach, and assisting in the office, as well as developing their professional skills.
- **AmeriCorps Volunteer:** One WSU graduate worked 1700 hours as an assistant sustainability coordinator, focused on the community program and Summit planning and implementation.



### *SPARC 2021-2022, At a Glance*

- **Increased Sustainability Across the Curriculum.** This year **19 departments offered 222 SUS sections**, an increase of about 37% over the previous year (162 SUS sections), with over 5500 students enrolled. All colleges offer SUS courses and 20 departments (42% of all). An additional 14 courses were also newly approved for SUS.
- **Faculty & Student Engagement** by hosting the **year-long SUS Community of Practice with 10 faculty** (participants and co-facilitators) and sponsoring **2 Faculty and 2 Student Sustainability Research Awards** to recognize outstanding sustainability research work.
- **Completed the campus-wide Sustainability Tracking, Assessment & Rating System (STARS) report**, in collaboration with Energy and Sustainability Office (ESO). Made significant progress toward achieving our WSU Strategic Plan STARS gold goal.
- **Offered the Empower Northern Utah** program in partnership with WSU and community partners. **ENU served 274 households** by distributing 220 smart thermostats and 1,334 LED bulbs, collectively cutting utility cost by over \$32,000 for total participants per year.
- **Hosted the 13<sup>th</sup> Annual Intermountain Sustainability Summit** virtually. Coordinated over 20 sessions, presented by 59 speakers and attracted a **total of 319 participants**, including 125 WSU students, faculty and staff.
- **Hosted Sustainability Snapshots series**, a weekly course/speaker series, during fall semester, with 13 guest speakers, and about **21 people in attendance each week**.
- **Additional Campus and Community Engagement** included participation in the Utah Climate Week and the international Climate/Justice Teach-In, among other events.
- **Co-authored the 2022 – 2025 WSU Sustainability Plan**, covering academics & research, campus engagement, community engagement, operations, and administrative & planning sections. Over 50 WSU affiliated individuals contributed to the plan's development.
- **Launched the Jeanne Evenden Sustainability Leadership Scholarship**, a donor funded annual scholarship of \$5000 for 1-5 students (minimum of \$1000 per student).
- **Established partnership to address climate change.** Working with the Walker Institute, SPARC is helping to build a "Local Science Engagement Network" (LSEN) through funding and partnership with the American Association for the Advancement of Science.
- **Provided Student and Alumni Mentoring.** Three SPARC **student interns worked a total of over 1,100 hours**. Additionally, one recent WSU graduate served a **1700-hour AmeriCorps term of service**. All significantly developed their professional skills.

## Appendix D – Equipment Inventory

### Equipment Inventory SPARC 2023-01-13

**WSU Equipment SPARC is using at home or bringing back and forth**

Employee Name	Kind of Equipment	Make & Model Number	Serial Number	WSU Tag Number	Start Date	Returned Date	Back & Forth
Gustafson, Joan	Laptop	Dell Pricision 5570		W10122942	8/20/2022	Now Under Provost	
Gustafson, Joan	2 Monitors	HP VH240a		NA	4/1/2019	Now Under Provost	
Gustafson, Joan	Wireless keyboard & mouse	Microsoft 5050 & 5000		NA	2/1/2019	Now Under Provost	
Gustafson, Joan	Docking station & AC Adapter	Dell K16A 180W		NA	4/1/2019	Now Under Provost	
Gustafson, Joan	CCEL's Standing Desk	Varidesk		NA	11/1/2021	9/9/2022	
Mulder, Alice	Office Chair	Purple		NA	5/1/2021		
Mulder, Alice	WebCam	AverMedia Live Streamer 313		NA	3/1/2021		
Mulder, Alice	Laptop	DELL INSPIRON 13 7348 I5-5200	FXY2J52	WS0003956	2/1/2019		
Christiansen	Laptop	DELL INSPIRON 15 7548 I5-5500	BJL9962	WS0003957	6/1/2021		
Christiansen	Laptop	Dell		W010120157	3/1/2019		X
Christiansen	WebCam	AverMedia Live Streamer 313		NA	3/1/2021		X
Ley, Megan	Laptop	Lenovo Thinkpad E15 Gen 2	111206	WS0021817	8/1/2021		X
(Broken)	Wireless Mouse	Logitech: M185 P/N:810-005232. S/N:1718LZX2JZG8		NA	8/1/2021		X
Mulder, Alice	Monitor	Need Info		NA	8/1/2021		
Becerril, Lia	ThinkPad	Lenovo Thinkpad E15 Gen 2	111257	WS0021818	9/1/2021		X
Stringham, Elizabeth	ThinkPad	Lenovo Thinkpad E15 Gen 2	111123	WS0021816	9/1/2021		
Musgrave, Tess	Laptop	Dell XPS 15	1T425S2	W0016312			
Mulder, Alice	Laptop	Computer Laptop	H1C67D3	10121544			
Ley, Megan	Monitor	ASUS Monitor					
Stringham, Elizabeth	Monitor	ASUS Monitor					
Christiansen, Bonnie	Monitor	HP Monitor					
	Desktop	ASUS		WS008003			

Postistion Transferred to Provost Office 08-16-2022

Postistion Transferred to Provost Office 08-16-2022

Postistion Transferred to Provost Office 08-16-2022

Postistion Transferred to Provost Office 08-16-2022

This is CCEL's Property in the SPARC Office for now

<b>Key:</b>
Light Yellow: No longer SPARC Porperty
Medium Yellow: Not SPARC Property being used by SPARC
Red: Need Informationor be verified in the Office

## APPENDIX E: WSU Sustainability Survey 2020 Example Results for All Respondents

Survey was administered in January 2020

### Campus Areas of Respondents

#	Field	Choice Count
1	College of Arts and Humanities	12.18% 85
2	College of Education	7.59% 53
3	College of Engineering, Applied Science and Technology	7.31% 51
4	College of Health Professions	16.19% 113
5	College of Science	11.03% 77
6	College of Social and Behavioral Sciences	9.74% 68
7	Goddard School of Business and Economics	5.44% 38
8	Academic Affairs	4.44% 31
9	Student Affairs	8.31% 58
10	Facilities Management	4.15% 29
11	Other	13.61% 95
		698

Definition of Sustainability Responses (note lower rank of social justice)

**Q1 - Please rate how important each of the following is to your definition of "sustainability" Scale: 1= I don't think of this ---- 5 Very Important**

**Sorted from high to low**

Field	Mean	SD	Count
Thinking long-term in decision making/being proactive	4.51	0.75	818
Conservation and efficiency	4.50	0.68	822
Taking responsibility for my actions	4.49	0.71	824
Protecting environmental health	4.48	0.72	821
Stewardship of resources for future generations	4.45	0.75	822
Understanding the impacts of my actions	4.44	0.73	821
Reduce, reuse, recycling	4.39	0.80	823
Addressing global warming and climate change	4.21	1.03	820
Self-sufficiency	4.16	0.98	820
Living simply	3.88	1.00	821
Social justice/equity	3.59	1.43	818
Other:	3.26	1.70	118

**Results: Assessing Sustainability Knowledge (ASK) questions – all respondents**

**Results: ASK Questions -- 71% avg.**

Question	% Correct by All
What is the most common cause of pollution of streams and rivers?	50.00
Ozone forms a protective layer in the earth's upper atmosphere. What does ozone protect us from?	87.21
Which of the following is an example of sustainable forest management?	80.22
Of the following, which would be considered living in the most environmentally sustainable way?	61.22
Which of the following is the most commonly used definition of sustainable development?	77.79
Over the past 3 decades, what has happened to the difference between the wealth of the richest and poorest Americans?	87.47
Many economists argue that electricity prices in the U.S. are too low because...	65.44
Which of the following is the most commonly used definition of economic sustainability?	78.39
Which of the following countries passed the U.S. to become the largest emitter of the greenhouse gas carbon dioxide?	78.55
Which of the following is a leading cause of the depletion of fish stocks in the Atlantic Ocean?	23.06
Which of the following is the best example of environmental justice?	72.39

## Results: Local Knowledge

- Asked about largest human contributor to local air pollution, electricity generation (main source), and top water using sector.

	<b>% Correct (All)</b>
Which of the following is the largest human contributor to northern Utah's poor air quality?	63.86
Currently the largest percentage of electricity in Utah is generated by _____.	41.35
Which of these sectors accounts for about 80% of Utah's water usage?	35.63



- Smog covers Salt Lake City (Photo: Ravell Call, Deseret News)

### Sustainability Attitudes Assessment (SAS): Mostly 80%+ agree or strongly agree with statement

Yellow highlight indicates lowest agreement, but a large standard deviation.

Field	Mean	Std Deviation	Count
Equal rights for all people strengthens a community.	4.53	0.71	709
Community cooperation is necessary to solve social problems.	4.53	0.67	709
Generally speaking consumerism is not sustainable.	3.56	1.02	707
Access to clean water is a universal human right.	4.52	0.82	704
I am willing to put forth a little more effort in my daily life to reduce my environmental impact.	4.42	0.62	708
Valuing personal wealth at the cost of others' wealth does not foster a sustainable economy.	4.12	0.96	707
I believe that many people can work together to solve global problems.	4.43	0.74	709
Clean air is a part of a good life.	4.70	0.53	705
Our present consumption of natural resources will result in serious environmental challenges for future generations.	4.42	0.82	707
The well-being of others affects me.	4.39	0.71	708
Biological diversity in itself is good.	4.41	0.74	704

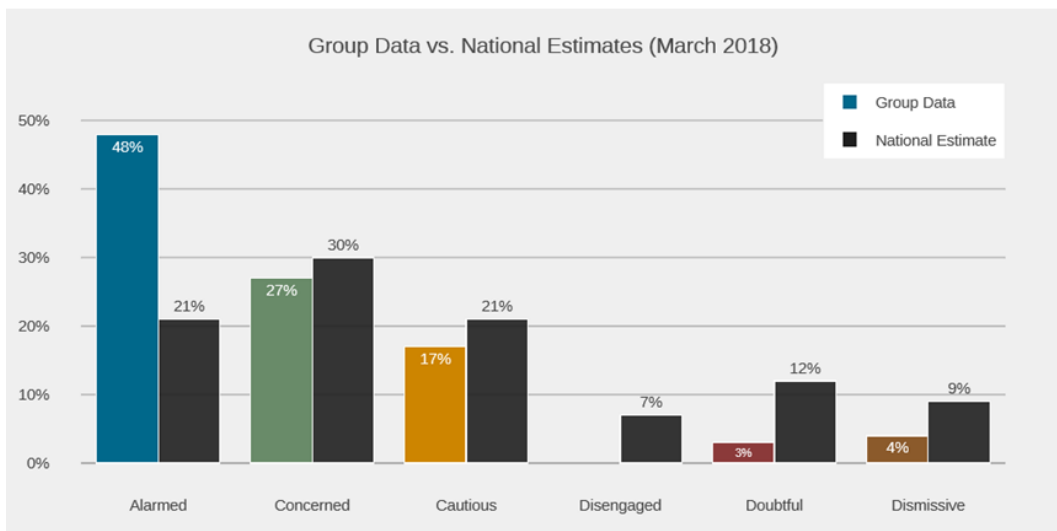
### Attitudes regarding Global Warming

#### Six Americas Results for WSU Sample – Based on four questions:

1. How important is the issue of global warming to you personally?
2. How worried are you about global warming?
3. How much do you think global warming will harm you personally?
4. How much do you think global warming will harm future generations of people?

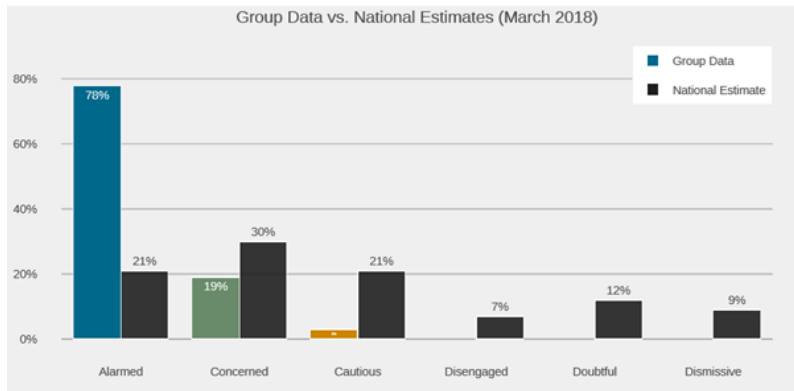
## Results: Attitudes – Six Americas

### All Survey Respondents



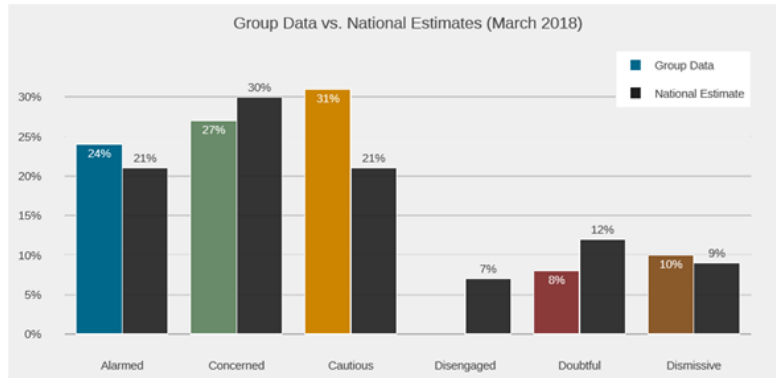
Group data = WSU Survey respondents

### Strong/not strong Democrats



## Six Americas by Political Identification

### Strong/not strong Republicans



Group data = WSU Survey respondents



**All respondents on Behaviors:**

**Q27 - My Environmentally Responsible/Sustainability-Oriented Behaviors How often do you do the following? (Sorted from highest to lowest mean.)**

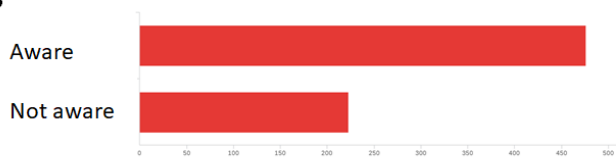
Field	Mean	Std Deviation	Count
Turn off lights and electronics when not in use	4.29	0.70	703
Recycle paper, plastic, aluminum, and cardboard when possible	4.03	0.94	704
Try to conserve water in the kitchen / bathroom /outdoor landscaping	3.83	0.89	704
Repair, reuse, repurpose items	3.53	0.87	704
Reduce the amount of "stuff" I buy	3.51	0.94	704
Other (please fill in)	3.18	1.65	79
Buy locally produced, recycled-content, or second hand goods	3.06	0.88	702
Make sustainable food choices when possible (whole foods/vegetarian/vegan/organic/fair trade/local)	2.99	1.06	703
Bring a reusable bag when shopping	2.91	1.40	705
Choose to carpool, take the bus, bicycle or walk	2.56	1.16	705
Take civic/political action (e.g., letter writing, calls to representatives, vote every year)	2.47	1.30	703

1 never, 2 rarely, 3 sometimes (half the time), 4 usually (most of the time) to 5=always

**Examples of awareness among all respondents of an operational sustainability characteristic of WSU and of a student program (the Environmental Ambassadors):**

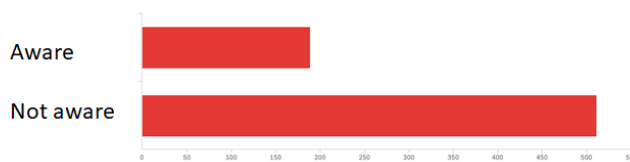
- **Operations**

Q28 - A commitment to emissions reduction to achieve carbon neutrality by 2050



- **Programs**

Q33 - The Student Environmental Ambassadors peer-to-peer education group



## Appendix F – Faculty Engaged with Sustainability Teaching Workshops/CoP

Academic Year	Faculty Participants + facilitators	Number of Departments and Colleges Represented	Type of Opportunity
2015	24	14 departments, 5 colleges	½-day workshop (SPARC led)
2016	33	20 departments, 6 colleges	½-day workshop (SPARC led)
2017	27	18 departments, 5 colleges	2-day facilitated workshop with Susan Santone of Creative Change
2018	19	12 departments	2-hr workshop on “Full Ecology – Big Questions” with writer Gary Ferguson and cultural psychologist Mary Clare, Ph.D
2018	4	Geography, English, Sociology/Anthropology and Outdoor and Community Recreation Education, 3 colleges	Attended 2-day AASHE Leadership training for Sustainability Across the Curriculum, Carmarillo, CA
2019	12	11 departments, 7 colleges	Full year SUS CoP, 8 meetings
2022	10	8 departments, 4 colleges	Full year SUS CoP, 8 meetings
2023	11	10 departments, 6 colleges	Full year SUS CoP, 8 meetings

## List of Faculty Participants in Sustainability Across the Curriculum CoP

CoP 2018-2019:

Kathleen Cadman (Nursing)  
 Christy Call (English, Co-Facilitator)  
 Matt Gnagey (Economics)  
 Jan Hamer (English)  
 Kyra Hudson (English)

## 2015-2023

Gary Johnson (Political Science)  
T. Grant Lewis (Outdoor and Community Recreation Education, HPHP, Co-Facilitator)  
Alice Mulder (Geography, Co-Facilitator)  
Heather Root (Botany)  
Stephanie Speicher (Education)  
Mark Stevenson (Anthropology)  
Carla Trentelman (Sociology, Co-Facilitator)

### CoP 2019-2020

Alice Mulder (Geography, Co-Facilitator)  
Matt Gnagey (Economics, Co-Facilitator)  
Carla Trentelman (Sociology, Co-Facilitator)  
Stephanie Speicher (Education, Co-Facilitator)  
Julian Chan (Math)  
Bridget Hilbig (Botany)  
Lisa Meerts (Outdoor and Community Recreation Education)  
Heidi Hart (Foreign Languages)

### CoP 2021-2022

Alice Mulder (Geography, Co-Facilitator)  
Carla Trentelman (Sociology, Co-Facilitator)  
Stephanie Speicher (Education, Co-Facilitator)  
Julian Chan (Math, Co-Facilitator)  
Joanna Gautney (Anthropology)  
Stephanie Wolfe (Political Science)  
Melinda Russel-Stamp (Psychology)  
Sarah Herrmann (Psychology)  
Brandon Burnett (Chemistry)  
Demetrios Pagonois (Chemistry)

### CoP 2022-2023

Alice Mulder (Geography, Co-Facilitator)  
Matt Gnagey (Economics, Co-Facilitator)  
Carla Trentelman (Sociology, Co-Facilitator)  
Aminda O'Hare (Psychology)  
Jason Manley (Dept. of Visual Arts and Design)  
Cade Mansfield (Psychology)  
Justin Rhees (Medical Laboratory Sciences)  
Caitlin Tems (Earth and Environmental Science)  
Kathleen Stevenson (Dept. of Visual Arts and Design)  
Rob Reynolds (Sociology)  
Chris Scheidler (English/Technical Writing)