



AASHE Honors Campus Sustainability Innovation

Faculty, Students, and Institutions Recognized at AASHE 2012 Conference

Niles Barnes

The Association for the Advancement of Sustainability in Higher Education (AASHE) presented its 2012 Sustainability Leadership Awards during AASHE's annual conference, October 12-14 in Los Angeles. Now in its seventh year, the AASHE Sustainability Awards program doubled the number of awards this year from last year, recognizing the research and leadership of nine faculty, students, and campuses.

Award Winners

Faculty Sustainability Leadership Award

The Faculty Sustainability Leadership Award recognizes a faculty member or team of faculty who have worked to increase both the breadth and depth of sustainability education, and demonstrated significant impact on individuals and on the field in general. This year's award went to Marc Schlossberg and Nico Larco, faculty at the University of Oregon, for their Sustainable Cities Initiative and its corresponding Sustainable City Year Program.

The awards judges were unanimous in naming Schlossberg and Larco as the winners, calling their work at the University of Oregon "groundbreaking."

As one judge put it:

The Sustainable City Year Program created by Professors Marc Schlossberg and Nico Larco represents a new way of approaching higher education that both embodies and teaches the principles of sustainability. By working over an extended time period in a local community to address real-world problems through a multidisciplinary lens, students gain practical experience in applying the concepts and skills they learn in the classroom. In the process, they become agents of transformational change and, ultimately, citizens and professionals with both the knowledge and capacity to confront the major challenges we face as a society.

LEED AP, Senior Programs Coordinator, AASHE; manager, online Resource Center and annual awards program, AASHE.

Professor Schlossberg and Professor Larco started the Sustainable Cities Initiative only three years ago, in which time it has already helped to direct 75 courses across 13 academic departments and 2 universities, encompassing 1,300 students and over 200,000 hours of effort in 40 sustainability-related projects for three different cities in Oregon. The program was born from a desire to enhance multi-disciplinary sustainability education for students by giving hands-on experience while simultaneously engaging city staff and community residents of a different city in Oregon each academic year.

Student Sustainability Leadership Award

The Student Sustainability Leadership Award honors an undergraduate student who has demonstrated outstanding leadership in promoting campus sustainability. This year's award winner was Maria Rosales from the University of Tennessee, Knoxville. Ms. Rosales demonstrated outstanding contributions to campus sustainability through her efforts to catalyze, inspire, and organize sustainability initiatives at the University of Tennessee.

While working on UT Knoxville's Sustainability Tracking, Assessment & Rating System™ (STARS) report, Maria identified many places the university could move forward on sustainability and just as crucially, better understand the structure of the university system and how to make change happen.

Inspired to act from first-hand experience related to energy and the use of coal in her state, Maria initially focused her efforts on crafting a charter for the university's student green fee. After this successful initiative, Maria researched the student green fee movement in the state of Tennessee and discovered that since the first student fee was passed in 2006, campuses in Tennessee have collectively invested over \$12 million in various sustainability-related initiatives.

Maria also served as the organizer for the statewide network, Tennessee Alumni and Students for Sus-

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The Student Sustainability Leadership Award went to Maria Rosales, University of Tennessee, Knoxville.

tainable Campuses. This network of over 10 campuses has engaged students, faculty, and staff in moving their campuses and the state of Tennessee forward on sustainability.

Maria brings a unique perspective to her organizing work. When she was 12 years old, she and her family moved to Tennessee from Nicaragua. She is the first in her family to earn a bachelor's degree and she became a new U.S. citizen just this year.

Student Research on Campus Sustainability Award

The Student Research on Campus Sustainability Award is given for student research that advances the field of campus sustainability. For the first time, both undergraduate and graduate student sustainability research was awarded recognition.

The Undergraduate Student Sustainability Research Award winner was Kelley Doyle from the University of California, Berkeley. Doyle's winning research paper—also her senior thesis—is entitled, "Converting University Spending to Greenhouse Gas Emissions: A Supply Chain Carbon Footprint Analysis of UC Berkeley." The study presents recommendations to reduce supply chain greenhouse-gas (GHG) emissions, identifies opportunities for future study, and offers a reproducible tool for UC Berkeley to facilitate annual GHG emissions reporting. Kelley reviewed over \$500 million of procurement expenses and conducted a top-down life-cycle assessment to determine the total magnitude and composition of UC Berkeley's supply chain carbon footprint.

The Graduate Student Sustainability Research Award winner was Rachelle Irby from Humboldt State University (Arcata, CA). Irby's research paper, "Student-Driven Energy Independence: A Case Study of Humboldt Energy Independence Fund," is an evaluative case study that examines the Humboldt Energy Independence fund within a broader movement of student-funded green fees. Prior research in this area focused on creation of such fees, but less attention has been given to the design and management of these programs once they go into effect. Irby's paper used organizational change theory to evaluate the successes and challenges of the Humboldt fund. It provides recommendations for ways Humboldt's fund can improve, and best practices for management of other institutions' green funds.

Campus Sustainability Case Study Awards

The Campus Sustainability Case Study awards aim to recognize campus-wide sustainability efforts. For the first time, AASHE recognized the achievements of two community, technical, or tribal colleges (of different sizes) and two four-year or graduate institutions (of different sizes). The award is based on case studies submitted to the AASHE awards program.

The best case study from a community and technical college with 5,000 or fewer full-time students was Alfred State College, a State University of New York College of Technology located in Alfred, New York, for its case study: "Net-zero Energy Demonstration Home."

As part of their coursework, students in a variety of construction-related programs at Alfred State constructed a net-zero energy demonstration home. The 2,200-square-foot home, located on Alfred State's Wellsville campus, was designed to be highly energy efficient: It incorporates a variety of renewable energy technologies—including solar photovoltaic, small wind, solar thermal, and geothermal energy. In addition, it has a high-end monitoring and control system used for teaching purposes. The home serves as a living laboratory for educating the future construction workforce as well as the general public in green building techniques.

The best case study from a community college with more than 5,000 full-time students was Owens Community College (OH) for its submission on the College's Harvest Project. The Owens Community College Harvest Project is a collaborative effort between the office of service learning, the Owens Urban Agriculture program, and the Owens Foundation.

In the spring of 2011, the community garden was developed to provide an on-campus service learning opportunity for Owens Learning Communities' students. By the end of the fall, it became apparent that the students were using the garden for food support. At this point the idea for an on-campus food pantry was born. Today, Owens Community College is serving over 250 student families a month and distributing over a ton of food each month with much of the food coming out of the community garden.

The best case study from a four-year campus with 10,000 students or fewer was given to Skidmore College (Saratoga Springs, NY) for its case study on the "Innovative District Geothermal System."

Skidmore College has used geothermal heating and cooling—a renewable energy—for several years, beginning with installations in their Northwoods Village residential apartments, then the Murray-Aikins Dining Hall, followed by the Zankel Music Building. The college has since expanded this effort with a district geothermal system for its Arts Quad, which is comprised of four buildings, including the Zankel Music Building. Planned geothermal projects at Skidmore will comprise over 600,000 square feet of building space, and 35 percent of the campus.

By utilizing a district-scale geothermal system, Skidmore is able to more efficiently heat and cool sev-



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The Graduate Student Sustainability Research Award winner was Rachelle Irby from Humboldt State University (Arcata, CA)



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eral buildings through one controlled system. This allows the differences in the heating and cooling loads for each individual building to be accounted for and means that each building can share or shed its heating and cooling load with the buildings next door based on what is needed in each building at any given time.

The best case study from a four-year institution with more than 10,000 students went to the University of British Columbia (UBC)(Vancouver, Canada) for its case study on the implementation of the institution's climate action plan.

The University of British Columbia's comprehensive Climate Action Plan, launched in 2010, is the result of a multiyear planning process that involved over 200 students, staff, and faculty.

In the first two years of implementation, UBC made significant progress on achieving its aggressive 2015 greenhouse-gas (GHG) reduction targets, investing \$117 million in innovative energy efficiency and infrastructure projects. The major projects that will achieve UBC's ambitious targets and transform the campus into a living lab offer an exemplary model of partnering with researchers, industry, and government to leverage funding, advance innovative clean-energy solutions, and contribute to globally relevant research.

The Climate Action Plan's strong business case and cross-campus commitment make UBC a model for

other higher education institutions considering, or in the process of developing, their own climate action plans. UBC's participatory approach leveraged operational insight, academic expertise, and grassroots passion to foster institutional commitment and broad support.

Innovation in Green Building

For the second year in a row, AASHE partnered with the Center for Green Schools at the United States Green Building Council (USGBC) on an Innovation in Green Building Award. This year, the award was announced at AASHE 2012 and formally presented at USGBC's Greenbuild conference in November.

The award went to the University of Wisconsin, Madison for its Wisconsin Institutes for Discovery building. The Wisconsin Institutes for Discovery is a world-class research facility that houses twin interdisciplinary institutes: the private, nonprofit Morgridge Institute for Research and the public Wisconsin Institute for Discovery. With its mission to accelerate new knowledge and to improve human health and well-being, the research conducted in the facility focuses on disciplines such as biology, information technology, and engineering. This visionary building is designed to foster collaboration and ingenuity for all researchers and building occupants. The building includes interactive displays and civic spaces, as well as three teaching labs for educational programs, offices, research support areas, and core research facilities.



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The AASHE awards event in LA

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Further Information on the 2012 Winners

Student Sustainability Leadership Award

Maria Rosales, University of Tennessee, Knoxville
www.aashe.org/resources/awards/2012/maria-rosales

Student Research on Campus Sustainability Award

Undergraduate Student

Kelley Doyle, University of California, Berkeley, for her paper, "Converting University Spending to Greenhouse Gas Emissions: A Supply Chain Carbon Footprint Analysis of UC Berkeley"
www.aashe.org/resources/student-research/converting-university-spending-greenhouse-gas-emissions-supply-chain-carb

Graduate Student

Rachelle Irby, Humboldt State University, for her paper, "Student-Driven Energy Independence: A Case Study of Humboldt Energy Independence Fund"
www.aashe.org/resources/student-research/student-driven-energy-independence-case-study-humboldt-energy-independenc

Faculty Sustainability Leadership Award

Marc Schlossberg and Nico Larco, University of Oregon

Campus Sustainability Case Study Awards

Best Case Study from a Community, Technical, or Tribal College with 5,000 or Fewer Full-Time Students

Alfred State College—"Net-Zero Energy Demonstration Home"
www.aashe.org/resources/case-studies/alfred-state%E2%80%99s-net-zero-energy-demonstration-home

Best Case Study from a Community, Technical, or Tribal College with More Than 5,000 Full-Time Students

Owens Community College—"Harvest Project"
www.aashe.org/resources/case-studies/owens-community-college-harvest-project

Best Case Study from a Four-Year or Graduate Institution with 10,000 or Fewer Full-Time Students

Skidmore College—"Innovative District Geothermal System"
www.aashe.org/resources/case-studies/skidmore-colleges-innovative-district-geothermal-system

Best Case Study from a Four-Year or Graduate Institution with More Than 10,000 Full-Time Students

University of British Columbia—"Implementing UBC's Climate Action Plan"
www.aashe.org/resources/case-studies/implementing-ubcs-climate-action-plan

Innovation in Green Building (presented at USGBC's Greenbuild 2012 conference)

University of Wisconsin, Madison—Wisconsin Institutes for Discovery
www.aashe.org/resources/case-studies/wisconsin-institutes-discovery

The applications and papers received for each of the award categories are available on the AASHE website: www.aashe.org/about/aashe-awards