

Summary Narrative

At the University of Rhode Island sustainability is woven into the fabric of our operations and educational pursuits. Our campus operations are striving toward climate neutrality, and our students and researchers are becoming today's environmental champions. A land- and sea-grant university, URI possesses strong community connections that spread knowledge beyond our campus borders. By shaping a greener, more sustainable future for our students, faculty, staff and extended community, URI leads by example and combats the threats of climate change head-on.

The University was among the first institutions to join the American College and University President's Climate Commitment (ACUPCC) when URI signed the commitment in 2007. Today the ACUPCC, now known as the Climate Leadership Network, is a national network of almost 700 colleges and universities that have committed to achieving eventual climate neutrality and integrating sustainability into the curriculum. It is through the continued leadership of URI's current administration, the President's Council on Sustainability, and the University's campus sustainability officer, that the Strategic Plan for Campus Sustainability and Climate Action was created.

Energy conservation and efficiency projects the University has completed to date have resulted in a decrease in campus greenhouse gas emissions by almost 30%, despite increase in campus population and building space. Over the past decade, the University has excelled in promoting high-performance building design on its campuses. URI has total of 11 university building projects that are LEED certified, three building projects currently in the construction phase are registered for LEED, and all future building projects are expected to achieve LEED Silver certification, at minimum.

The University's Office of Recycling and Solid Waste reports a decreased waste diversion rate through successful composting and recycling initiatives, and an impressive reduction in overall campus waste over four years. Campus bottle filling stations have diverted plastic water bottles from the landfill, waste oil from the dining halls have been converted to biodiesel, and food waste is collected for composting.

The University will be able to accommodate the projected growth of its campus population without the need to expand land use. Aggressive initiatives to manage transportation and parking demand, and land use planning, focuses on low-impact development principles, preserves critical green spaces needed for improved air and water quality, and enhances local habitat value to public recreation.

The University's work to promote health and wellness among students, staff and faculty is just as ambitious. The campus is well-equipped to support the mental and physical well-being through several programs promoting exercise, nutrition, counseling services, and resources to support work-life balance.

URI strives to strengthen all students' knowledge of global sustainability topics. More than 30 URI degrees include sustainability as a learning outcome, and interdisciplinary programs include courses in anthropology, biology, economics, geosciences, landscape architecture and marine affairs. Additionally, from 2013 through 2017, more than \$50 million in grants have been awarded to the University across academic disciplines for sustainability, energy and/or climate change research and projects.

Many opportunities exist for students to address sustainability issues in the community as part of their learning experience at URI. All undergraduate students must meet a general education requirement to exercise individual and social responsibilities. Students choose from courses that develop and engage in civic knowledge and responsibilities, examine global issues, and focus on the importance of diversity and inclusion.

URI students serve as volunteer mentors for youth programs that encourage middle school and high school students to engage in science, technology, engineering and math (STEM) content, to keep good grades, and to go to college. The youth programs are hosted on campus throughout the year and involve an engineering or environmental science project or challenge.

From facilities and grounds, to curriculum and instruction, to health and wellness in and around campus, sustainability plays a critical role in shaping URI's culture and campus operations. We possess an abundance of talented and passionate individuals who are dedicated to bettering the lives of fellow Rhode Island residents and the larger, global community.

Pillar I: Reduce Environmental Impact and Costs

A) Reduced or eliminated greenhouse gas emissions

URI was among the first institutions to join the American College and University President's Climate Commitment (ACUPCC) when the University signed on in 2007. Today the ACUPCC, now known as the Climate Leadership Network, is a national network of almost 700 colleges and universities that have committed to achieving eventual climate neutrality and integrating sustainability into the curriculum. A comprehensive greenhouse gas (GHG) inventory was completed in the fall of 2008 measuring the greenhouse gas emissions of the University's four campuses: the Kingston Campus (main campus), the Narragansett Bay Campus, the Providence Feinstein Campus and the W. Alton Jones Campus.

The University's first Climate Action Plan was drafted in 2010 with recommendations for a wide array of new projects and policies that can be implemented to achieve reductions in GHG emissions. The GHG inventory has been updated every year, helping the University to gauge its progress toward reduction goals. The most recent inventory of GHG emissions (2016) shows that URI has reduced campus greenhouse gas emissions by nearly 30 percent over 11 years, despite an increase in campus population and building space. The University has made great strides in achieving many of its reductions goals, and serves as a model for other institutions developing emissions reductions strategies.

Retrofits

Much of the emissions decrease is the result of operational retrofits to improve energy efficiency and conservation. In 2007, URI entered into a 12-year, \$18 million performance contract with an energy services company designed to reduce its energy usage through the replacement of lighting fixtures, windows, heating/air conditioning systems and other equipment, as well as improvements to building energy management control systems. State funds, in the form of a Certificate of Participation Bond, were used to front the cost of implementing these measures, and the resulting savings are used to pay back the bond. So far, since initiating energy conservation efforts, URI has:

- saved close to 11 million kilowatt hours of electricity
- reduced annual steam consumption by 89 million pounds or the equivalent of 110 million cubic feet of natural gas
- reduced carbon dioxide emissions by almost 26 million pounds, which is equivalent to removing 2,573 cars from the road.

Current projects include replacing exterior lights with 1,900 high- efficiency, light-emitting diode (LED) lamps. In addition the University will replace more than 50,000 interior fluorescent and incandescent lights with LED lights. Many of the units in common spaces like stairwells, will be equipped with sensors so they will be dimmed when they are unoccupied, providing additional savings.

Additionally, the University is upgrading many components of its steam system, which provides heat and hot water for the facilities on the Kingston Campus. This conservation measure includes the replacement of old sections of steam line and the insulation of exposed piping/fittings in mechanical rooms. This portion of the project is expected to achieve energy savings of 28 million Btu's (British thermal units).

Tree Canopy

Maintaining the University's extensive tree canopy plays a critical role in reducing energy costs by providing shade for buildings, and in lowering GHG emissions through improved building energy efficiency and sequestration of carbon. A tree inventory performed in 2016 provided data to calculate the estimated eco-

benefits of the campus canopy. Although only 1,000 trees on campus were inventoried (a fraction of the existing trees on campus) it was determined that this small subset of inventoried trees helps URI to conserve 1,111,661 kilowatt hours (kwh) of energy per year, remove 491,237 pounds of carbon per year, and sequester 2,229,521 pounds of carbon to date.

Building Design

Over the past decade, the University has excelled in promoting high-performance building design on its campuses. In 2010, campus planning and design declared all new construction and major renovations strive to achieve a LEED Silver certification. To date, URI has a total of 11 university building projects encompassing more than one million square feet that are LEED certified including three academic research buildings, two dining halls, a fitness center, four residence halls, and an ocean exploration center. Among the projects that achieved certification, over half a million square feet of space has been awarded LEED Gold certification: the Beupre Center for Chemical and Forensic Sciences, the Anna Fascitelli Wellness and Fitness Center, Hillside Residence Halls, and the Center for Biotechnology and Life Sciences. Three building projects currently in the construction phase are registered for LEED and all future building projects are expected to achieve LEED Silver certification, at minimum.

Hillside Hall is the state's first LEED Gold certified university residence hall. Hillside's water is heated by 64 solar panels on the roof. The solar panel system was funded by a 2009 American Recovery and Reinvestment Act grant of \$105,281, with assistance provided by the Rhode Island Office of Energy Resources. The four-story glass-faced bridge that connects Hillside's two wings makes generous use of available light while sun shading, window vents and operable windows allow for ample airflow and ventilation. Landscaping controls filter storm water before it enters nearby White Horn Brook. Hillside Hall also features a green roof, radiant heat, recycled building materials and no-touch water fountains. It's a rigorously designed and engineered building with maximum insulation and materials chosen for high recycled content obtained regionally.

Behavioral Change

It may be easier to make physical changes to our facilities to save energy, but achieving energy savings objectives must include efforts to change behaviors. A unique feature of the performance contract includes a behavior change campaign in the residence halls targeting the most common and most wasteful behaviors found in a survey distributed to URI students. These included leaving computers on when not in use, leaving the heat and/or air conditioning on when leaving a room, using hot water for washing clothing, and taking excessively long showers. Surveys are distributed to students at the start of the campaign and at the end to assess effectiveness of the programs. In 2010, for example, a pre-survey showed most students leave their computers on for an average of 16 hours per day, and only 18 percent of students turn off their computers when not in use. However, that rate nearly doubled to 35 percent four months later. Engaging students in this way shows them that they play a critical role in helping the University to reduce greenhouse gas emissions and its carbon footprint.

Greening the Endeavor

Since 2012, the University's 185-foot research vessel, *R/V Endeavor*, began fueling up with refined biodiesel, making it the first ship in the U.S. research fleet to use the alternative fuel. The fuel contains biofuel mixed with diesel, and generally costs slightly less per gallon than regular diesel fuel. The ship relies upon three diesel generators and a 3,000 horsepower engine to power all of its operations at sea. It uses locally-produced biodiesel fuel for the ship's generators and main engine, but researchers will attempt to secure biodiesel when it refuels in distant ports as well.

Using biodiesel was the first step in the University's plan to transform the Endeavor into the most energy-efficient and "green" research vessel in the country. The URI Foundation established a Greening the

Endeavor Fund dedicated to providing funds to continue to reduce the environmental impact of the ship's operation. The fund provides for more efficient lighting, galley appliances, water heaters, water makers, and other equipment, as well as for upgrading engine seals to allow for the use of progressively higher amounts of biodiesel fuel.

Sustainability "Top of Mind"

The University's first campus sustainability officer was hired in 2010 to support URI's goals of moving toward climate neutrality, and to develop strategies and programs for infusing sustainability into the campus culture through outreach and education. Through her leadership the Strategic Plan for Campus Sustainability and Climate Action was drafted to assess existing sustainability initiatives and identify opportunities across the University. Three major goals were established: (1) Strengthen student knowledge of global sustainability topics by increasing academic and research opportunities; (2) Develop and implement outreach programs that promote a culture of appreciation for sustainability; and (3) Reduce the University's greenhouse gas emissions by focusing on issues related to transportation, energy conservation and efficiency, and resource management. By organizing efforts to implement the goals and strategies, this strategic plan serves as a guide to address URI's environmental impacts in measurable ways.

B) Improved water quality, efficiency, and conservation

Master planning for the campus' landscape focuses on low-impact development principles and the critical role maintaining green spaces and the University's extensive tree canopy play in lower temperatures, improved air and water quality, and local habitat value to public recreation. There is an emphasis on preserving the campus' natural resources by using native and disease- and drought-resistant plants, eliminating auto-irrigation, lowering use of pesticides on the campus grounds, and maintaining existing rain gardens and green roofs that filter stormwater.

A recent inventory of over 1,000 campus trees (a fraction of the total number of trees) included an analysis of the eco-benefits of the canopy and determined that the inventoried trees filter nearly 2 million gallons of stormwater per year.

Parking Lots

Porous pavement commuter parking lots were installed on campus to maintain recharge to groundwater, and control runoff of pollutants to surface waters. Stop bars, instead of curbs, are installed on the parking lot allowing any stormwater to flow into swales between parking lot rows and infiltrate the ground. Islands within the lot include 6" risers with clean-out and overflow grates so that the islands can serve as bioinfiltration areas and provide a secondary infiltration route during intense rainfall and in case of surface clogging.

Watershed Watch

The University of Rhode Island's Watershed Watch program has been touted as one of the best volunteer water quality monitoring programs in the country. The URI Watershed Watch (URIWW) is a program that works with local communities to assess water quality, identify sources of pollution in water, and provide information about water leading to more effective management of critical water resources. Led by trained scientists, URIWW helps local governments, tribal groups and other organizations recruit and train volunteers to become citizen scientists gathering detailed, quality assured monitoring data. The comprehensive watershed-based program focuses on long-term environmental monitoring of Rhode Island's fresh and salt water resources including lakes, ponds, streams and coastal waters. Training, equipment, supplies and analytical services are tailored to organizational needs, while meeting strict quality assurance and quality control guidelines in the field and in our state-certified water testing laboratory.

As in the effort to conserve energy use through infrastructure and behavior change programs, measures have been put into place that have increased water conservation and efficiency among campus residents.

URI's dining halls are tray-less to reduce the need for water used in washing. Many academic buildings have dual flush toilets with two effective flushing options: high volume for solid waste and low volume for liquid waste. In the residence halls, low-flow shower heads have been installed and shower tags have been hung to encourage students to "Limit the Minutes". Together, these strategies and behavior change campaigns have not only cut daily water use in half, saving thousands of gallons of water, but have also helped lower the University's water utility costs.

C) Reduced solid and hazardous waste

The University's Office of Recycling and Solid Waste has made dramatic improvement to the process by which waste is handled on campus since 2012, when single-stream recycling was mandated in the State of Rhode Island.

Successful composting and recycling initiatives have resulted in a 30% waste diversion rate, and a nearly 10% reduction in overall campus waste over four years--a decrease of almost 500 tons. The University aims to increase the waste diversion rate to 50% over the next 5 years.

Plastic Bottles

Campus bottle filling stations have been installed in the Fitness and Wellness Center, Hillside Hall residence, and the College of Pharmacy building to encourage students not to purchase and use disposable plastic bottles. Each station tallies the number of water bottles diverted from the landfill, based on usage. This simple initiative diverted over 1 million plastic water bottles from the landfill over 5 years, and more bottle filling stations will be installed throughout campus.

Waste Cooking Oil

For several years waste cooking oil in the University's dining halls has been diverted from the landfill by working with a local vendor to convert it to biodiesel, which is very similar to diesel fuel and can be used in any diesel engine. In 2016 alone, over 2,600 gallons of URI's waste oil was collected and sold to a nearby facility where it was converted to biodiesel.

Food Waste

Tray-less dining in URI's dining halls, in addition to saving water, reduces the amount of food waste that can result from "overloading" a dining tray. Food waste is also minimized by working with local charities just prior to winter break, and during the end of the year campus move-out process. Bins are distributed throughout the residence halls to collect unopened, non-perishable, food items to donate to The Johnnycake Center in nearby Peacedale, RI, providing pantry items to food-insecure members of the Rhode Island community. URI has also formed a partnership with Big Brothers Big Sisters of the Ocean State to collect clothing and textile donations students may drop off prior to moving off campus.

Composting

In an effort to eliminate food waste altogether, a pilot project to collaborate with a local composting facility to collect food waste began recently in September 2017. In just 4 months, over 50,000 pounds of food waste was collected to be converted to compost. The University hopes to expand composting practices to its retail operations.

Hazardous Waste

URI's Environmental Health and Safety office provides training to staff, students, researchers and lab personnel to improve knowledge of safe disposal of hazardous chemical and laboratory waste, and to ensure regulatory compliance. The office also aims to enhance the University's sustainability profile by adopting pollution prevention and waste minimization strategies. Used lamps, ballasts, batteries, mercury-containing devices, and electronic waste such as computer monitors and printers, are all collected by the

Environmental Health and Safety Office for proper recycling and diverted from the landfill.

D) Expanded use of alternative transportation

As the University grows in size and reputation, so have the challenges of managing transportation and parking demand. The decision to move most parking to the perimeter of the Kingston Campus means the campus core, which in late 2017 was placed on the National Register of Historic Places, can be maintained as a historic, green, and pedestrian-friendly place.

Reducing SOVs on Campus

In an effort to reduce the number of single-occupancy vehicles (SOVs) on campus URI promotes a leave-your-car-at-home campaign by collaborating with the Rhode Island Public Transit Authority (RIPTA) in which first-year students, resident students, and commuter students who do not buy a parking permit may ride RIPTA buses for free. RIPTA provides bus services to destinations across Rhode Island and URI has worked closely with RIPTA to enhance service to the Providence, Warwick and Wickford rail stations. As many as 400 students have taken advantage of this program since it began in November 2017.

Bicycle Network Extension

Through a \$2.2 million RI Department of Environmental Management Green Economy Bond, a new bicycle path extension will connect the campus to the existing regional bike path network. The extension will allow bicycle commuters to ride safely onto campus, provide local community members a healthy alternative to travel to campus for athletic and special events, and promote non-motorized active transportation. The University has plans to incorporate bicycle lanes on campus roads, providing full access to amenities once on campus.

Electric Vehicle Charging

URI hosts an electric vehicle charging station free of charge which can service two vehicles simultaneously, helping commuters and visitors avoid using more than 1,000 gallons of gasoline since it was installed in 2013. As more and more alternative-fueled vehicles come into market, rising demand for additional charging stations will be met by installing several more at the recently-renovated visitors' center and the new apartment-style residence hall slated to open in 2019.

Pillar II: Improve the health and wellness of students, faculty, and staff

A) High standards of coordinated school health

The University's work to promote health and wellness among students, staff and faculty is just as ambitious as its sustainability efforts. The campus is well-equipped to support the mental and physical well-being of students, staff, and faculty through several programs promoting active lifestyles, nutrition, counseling services, and resources to support work-life balance. Members of the campus community also enjoy access to many fitness options at the state-of-the-art Anna Fascitelli Fitness and Wellness Center, along with club and intramural sports, and a new bicycle path extension that will connect the campus to the regional bike path network.

Health Services

Health services are available to students from 8:00 a.m. to 8:00 p.m., Monday through Friday, and 10:00 a.m. to 4:00 p.m. on weekends and holidays. It is staffed by board certified physicians, certified nurse practitioners, registered nurses, licensed practical nurses, and medical assistants, all of whom have additional training in college health. Licensed pharmacists, laboratory, and X-ray technologists are also on staff, as well as a specialists' network that includes gynecology and psychiatry. Additional services include health education and immunizations. Health Educators hold weekly Wednesday Wellness events in the Memorial Union on topics such as sexual health, sleep disorders, and stress. In addition, Health Services collaborates with the Anna Fascitelli Fitness and Wellness Center, health educators and the registered



dietician provide a Thirsty Thursday event every week to inform students about good nutrition and appropriate supplement use. Several large scale events are planned each semester focusing on health and safety.

Counseling

The URI Counseling Center provides confidential support for the personal, emotional, and academic well-being of our students. These services include individual counseling, group counseling, and referrals for assessments. Students are offered substance abuse prevention services, and online self-assessment tools for alcohol dependence, anxiety, bipolar disorder, depression, eating disorders, post-traumatic stress disorder, and more. The self-assessments are completely anonymous and confidential, and immediately following the brief questionnaire students are able to view their results, provided with recommendations for next steps, and given information about key resources.

Tobacco-Free Initiative

In September 2017 the University received a \$20,000 grant from the American Cancer Society to participate in the Tobacco-Free Generation Campus Initiative. Funded in part by the CVS Health Foundation, the goal of the American Cancer Society's program is to deliver the first tobacco-free generation by accelerating and expanding the number of campuses across the country that prohibit smoking and tobacco use. The grant will help URI students, faculty and staff advocate for, adopt, and implement strategies toward a 100 percent smoke- and tobacco-free environment. The American Cancer Society will also provide technical assistance and other resources, including evaluations, education, communication materials, and smoking cessation support.

Recreation Services

The Department of Campus Recreation at URI provides students with diverse experiences which enhance the quality of campus life through recreational opportunities that promote a lifelong commitment to health and well-being. Student success is fostered through engagement, providing collaborative learning experiences, and embracing individual interests and values that inspire a sense of belonging. Every spring semester, Campus Recreation offers the Group Exercise Mentor Program, which trains students to lead group exercise sessions for the URI community. The training program is free for all undergraduate and graduate students of any major.

Students have the opportunity to join one or more of the several student organizations that promote active lifestyles. Intramural sports at URI, such as Ultimate Frisbee and sand volleyball, offer an organized outlet for students who are interested in being active while enjoying the camaraderie of fellow students. With the recent addition of lighting for the outdoor recreation fields, student activities are not limited to daytime options and can extend into the evening. Student clubs focused on ballroom dancing, fitness, nutrition, outdoor activities, and running are just a few offered at URI. In 2014 the Rhody's 5K Run became a certified USA Track and Field course that makes nearly a complete loop around URI's campus. Any campus organization may host a 5K race to promote an active lifestyle and, oftentimes, bring awareness to important causes and campaigns.

Healthy Eating

URI Dining Services strives to create healthy menus, offer nutritional counseling, and to enrich the experiences of customers and guests by providing the highest quality of food and services. The menus feature home-style favorites, regional and ethnic specialties, lower fat/lower calorie options, and vegan and vegetarian selections. Dining Services is also focused on the buy-local movement. Their primary vendor for produce, Rhode Island's own Roch's Fresh Foods, works closely with local farmers to streamline the process of acquiring fresh local produce from multiple locations in the state. More than 30 other vendors from Rhode Island, Massachusetts, and Connecticut provide most other items on the menu. Right here on campus

students are growing herbs, cherry tomatoes, and salad greens used in the dining halls, and residents of the Graduate Village commons maintaining their own community garden.

Sustainable Fisheries

Located in the Ocean State, the University of Rhode Island has access to the freshest seafood to serve in its dining halls, and is less reliant upon packaged food. The “Catch of the Month” seafood is chosen for the menu based on what’s in season, according to RI Department of Environmental Management (DEM) harvest calendar. All tuna is Wild Planet brand, ensuring that the fish is humanely caught single pole, and cod for the dining halls is certified under the Marine Stewardship Council (MSC). In addition to fish, thousands of pounds of squid, chopped clams and mussels are freshly harvested from local waters.

Human-Centered Design

Integral to the University’s environmental health is the consideration of occupant health and safety both in and out of campus buildings. The re-structuring of any campus roadway will strive for a “Complete Streets” design, where priority is given to pedestrians and bicycles over automobiles. Not only will this design promote active transportation across campus, but the University hopes it will also decrease the number of conflict points between motorists and non-motorists (areas that are more prone to accidents and collisions). In its buildings, the University encourages the use of materials and textiles that emit low amounts of volatile organic compounds (low-VOC) to support healthy indoor air quality, and many of the newer structures are designed for passive cooling so that air is naturally ventilated for optimum fresh air circulation.

Fitness and Wellness Center

The Anna Fascitelli Fitness and Wellness Center, a LEED Gold certified facility, is located in the heart of the University’s residential area. The Center was completely renovated in 2013 using low-VOC materials, sustainable bamboo flooring in two major group exercise and specialized class areas, rubber flooring that incorporates recycled materials, and hydration stations that eliminate the need for disposable water bottles. The Center has over 75 pieces of state-of-the-art cardiovascular and strength training machines throughout the building. Other features include a full body circuit training line, functional and strength training areas, spin bikes, TRX suspension training, and 3 group exercise studios. Interactive equipment, personal viewing screens, Wi-Fi access, and Cardio Theatre© have been included to enhance the user experience. A Wellness Resource Center (WRC) can be found on the lower level of the facility. The WRC provides a relaxing atmosphere where all members are invited to take a break and unwind using the self-guided meditation station with music and meditation suggestions via Bluetooth headphones. Other relaxation “tools” available include a massage chair, Zen board painting, jigsaw puzzles, board games, and more.

Work-Life Balance

Research shows that workplaces thrive and remain competitive when they respect and are responsive to the complex life and family needs of their workers. URI is committed to providing a workplace that respects the needs of its employees. The URI Work-Life Committee includes a group of volunteer staff, faculty, and students that meets throughout the year. Its mission is to increase awareness about the importance of workplace flexibility and address the needs of our changing workforce by promoting work-life policies, programs, research, and best practices at URI and beyond. In addition to dedicated volunteer efforts, the work of the Committee has been enabled through funding from the National Science Foundation ADVANCE program, the Elsevier Foundation, the URI Schmidt Labor Research Center, and the URI Division of Administration and Finance.

Rewards for Wellness

The University participates in Rhode Island’s Rewards for Wellness Program, an incentive program designed to encourage staff and faculty to adopt and maintain a healthy lifestyle. Education materials and other resources are available to assist in evaluating members’ current health status and provides support for

staying healthy, getting healthy, or living better with an existing illness. Eligible employees can earn up to \$500 in credits towards the cost of their health insurance co-share. Staff and faculty also have access to the Employee Assistance Program (EAP). The EAP offers confidential counseling and other psychological services to treat personal issues such as stress, family matters, legal or financial challenges, substance abuse, and parent/child services.

Pillar III: Effective Environmental and Sustainability Education

A) Interdisciplinary learning about the key dynamic relationships between environmental, energy and human systems

As a higher education institution, the University of Rhode Island recognizes its unique opportunity to make significant contributions toward the creation of a more sustainable society through teaching, research and outreach, and by serving as a model of innovative practices and sustainable systems. The University has been at the forefront of environmental research for decades, helping to develop a greater understanding of ecology while also examining the impact of human activities on ecosystems as varied as the deep sea and suburban backyards.

When the University's campus sustainability officer position was first created in 2010, it was determined that the funding source for the position would be split between the Administration and Finance division and the Academic Affairs division. It was recognized that, while it was important to focus sustainability initiatives within administrative and operational functions, the University must be confident that all students are prepared to successfully take on issues of global importance. URI has the opportunity, as well as the responsibility, to instill an ethic of sustainability into each and every graduate and the URI campus sustainability officer is tasked with overseeing this effort. Integrating sustainability across academic disciplines is a priority at URI as one of three primary goals of the Strategic Plan for Campus Sustainability, and aligns well with the University's academic vision:

...Our emphasis on innovation and interdisciplinary learning and discovery connects us with the world and is built upon a contemporary foundation of liberal learning and scholarship that celebrates diversity and complexity, and instills empowerment and social responsibility...

Sustainability Across the Curriculum

More than 30 undergraduate and graduate degrees offered at URI include sustainability as a learning outcome including Textiles, Fashion Merchandising and Design; Chemical Engineering; Ocean Engineering; Sustainable Agriculture and Food Systems; and the minor in Sustainability. Leadership training programs are in development to support faculty members across disciplines infuse sustainability into their syllabi. The training program for faculty equips them with tools to offer a systems thinking approach to learning; one that will cultivate engaged citizens and leaders who are capable of analyzing, evaluating, and synthesizing information from multiple sources in order to render reasoned decisions. A strategy currently being explored to ensure that every graduate of URI has an understanding of sustainability in the context of their academic goals, is to integrate sustainability topics into the University's general education requirements.

The Sustainability Minor

There are many strong, interdisciplinary academic programs that study the dynamic relationships between environmental, energy and human systems, already in place at URI. The minor in Sustainability is offered to students of any major and students choose from a range of courses to fulfill requirements including biochemistry, communication, sociology, economics, and more. An internship that includes hands-on sustainability experience on campus or in the community is required in addition to a capstone project formed under the guidance of a faculty member of the Sustainability Minor Committee.

Degree in Sustainable Agriculture and Food Systems



Students completing the Sustainable Agriculture and Food Systems (SAFS) interdisciplinary program will graduate with the skills and knowledge needed to contribute to the sustainable development, production, harvesting, management, and utilization of terrestrial and aquatic microorganisms, plants and animals by society worldwide. The major allows participants to explore the food chain- from farm to plate to waste and back- emphasizing sustainability, impacts on human health, and resilience from economic, environmental, and societal viewpoints. Core values of this interdisciplinary program that distinguish it from more traditional agriculture programs include an emphasis on the intrinsic value of heterogeneous scales of production, from small farms that sell directly to consumers to large scale producers; preserving food cultures and biodiversity while understanding the way other cultures produce and use food (from local to global); using an ecosystem-based approach to agriculture while also integrating the contributions of aquaculture and fisheries; and the greening of urban landscapes. By the time of degree completion students will be uniquely poised to enter the workforce in the growing field of sustainable food systems or pursue management (through governmental and non-governmental agencies) and graduate education/research opportunities addressing the challenges of securing access to safe and affordable food for a growing population.

The Green Business Dual Major

One of the nation's first undergraduate programs of its kind, the Green Business dual major program combines general business and environmental economics, and can be completed in four years. The program is geared toward students who are interested in corporate sustainability, energy efficiency, non-profit management, green marketing, renewable energy, global environmental challenges, environmental policy, and energy finance. As a general business major students develop a well-rounded understanding of how businesses function. As an environmental economics major students learn how humans and the environment interact. The Green Business program combines these learning experiences to analyze complex environmental problems and design innovative solutions for businesses.

The Graduate School of Oceanography

The Graduate School of Oceanography (GSO) at URI's Narragansett Bay campus has established a global reputation for excellence in marine research, teaching, outreach, and exploration of the world's oceans and coasts. The 185-foot research ship, R/V Endeavor, represents the flagship of myriad research vessels and shore-based facilities operated by GSO. The School's researchers investigate local to global-scale phenomena, providing greater breadth and depth of scientific understanding through innovative laboratory- and field-based projects, while employing advanced real-time communications to support ship-based ocean exploration throughout the world. GSO's disciplinary strengths span physical oceanography, marine geology and geophysics, marine and atmospheric chemistry, and biological oceanography. Currently GSO offers a range of degree programs including a Ph.D., M.S., or M.O. in Oceanography and dual degree programs with Business, Marine Affairs, and History.

GSO is also home to unique outreach expertise in the fields of science communication, coastal policy and management, and marine education. These nationally and internationally recognized entities offer training; convene scientists, journalists, stakeholders, and policymakers; work to advance sound decision-making about resources use; and help diverse audiences better understand the world's coastal and ocean environments

The Blue MBA

The "Blue MBA" program is a dual-degree program that merges the Master of Business Administration (MBA) with the Master of Oceanography (MO). It is designed for students with a science, environmental science, or engineering undergraduate degree who want to develop their management skills and broaden their marketability. With a growing demand for leaders with skills in business and science, particularly ocean- and coastal-related science, the Graduate School of Oceanography and the College of Business partner to offer this joint degree program. This is the first program of its kind in the United States, and provides the



knowledge and skills needed to develop business models to ensure an environmentally sustainable world for a broad range of industry sectors, companies and organizations.

Students successfully completing the Blue MBA program are prepared to strategically address the broad spectrum of environmental challenges facing the global business community. This program is particularly beneficial to those seeking management careers in industries including the following:

- Energy
- Ocean Technology and Engineering
- Hazard Risk Management
- Water Resources
- Fisheries
- Marine Navigation and Tourism
- Ocean and Human Health

Students take courses in business, oceanography, and economics. An internship with a business is also embedded in the Blue MBA curriculum.

B) Environment and sustainability curriculum and programs to develop STEM content knowledge and thinking skills to prepare graduates for the 21st-century, technology-driven economy

The University of Rhode Island College of Education and Professional Studies was awarded over \$1 million in grant funding to recruit and support science, technology, engineering and math (STEM) majors to become teachers via the Robert Noyce Teacher Scholarship Program. In addition, a select number of freshman and sophomore students are afforded paid summer internships in STEM education areas. The program, funded through the National Science Foundation, seeks to increase the number of K-12 teachers with strong STEM content knowledge who teach in high-need school districts. The URI program collaborates with five Rhode Island school districts as well as non-profit organizations such as the Science and Math Investigative Learning Experiences (SMILE) program.

Science and Math Investigative Learning Experiences and Sustainability

URI students have the opportunity to apply to be a volunteer mentor for a campus program that offers science and math investigative learning experiences (SMILE) for children. SMILE is an after school academic enrichment program for underrepresented and disadvantaged students in grades 4-12 that encourages them in STEM content, maintain good grades, and prepare to go to college. URI student mentors help SMILE youth during several URI events throughout the year where youth complete an engineering or environmental science project or challenge. For example, URI student mentors support 4th graders as they come to the URI Kingston campus and become ecologists for a day. SMILE students rotate through several ecology related activities (vernal pool, greenhouse, touch tanks) and complete hands-on activities with the assistance of URI student mentors. While on campus, the SMILE students are accompanied by URI student mentors as they tour the campus, eat lunch in the dining hall, and talk to college students about going to college. Recently, URI student mentors helped middle schoolers with the development and hands-on implementation of environmental stewardship projects to decrease stormwater runoff at their school. This spring, URI student mentors will work with SMILE high school students as engineers to design, build, and test a solar racing car.

The College of Engineering

URI students graduate from the College of Engineering (COE) ready to shape the world through innovation and passion. Undergraduate and graduate programs cover a wide range of engineering disciplines and prepare students to tackle 21st century challenges such as inventing the next energy source, analyzing how climate change impacts seaports, and developing technology for pavement to harvest solar energy, just to name a few. The College of Engineering offers eight major and four minor fields of study, with most programs



geared toward the environment and/or sustainability.

**College of Engineering
Specific Programs with a Focus on the Environment or Sustainability**

Majors	Minors
Chemical engineering Civil engineering Industrial & systems engineering Mechanical engineering Ocean engineering	Engineering entrepreneurship Environmental engineering

The College of the Environment and Life Sciences

The University’s College of the Environment and Life Sciences (CELS), through its exceptional education, research, and outreach, works to improve the quality of life for all Rhode Island residents and the global community. Programs within CELS serve as a catalyst for stellar interdisciplinary collaboration through the strength of ten academic departments and lead in the areas of environmental and life sciences, environmental economics and management, policy, and design. CELS programs uphold URI’s land grant and sea grant heritage while growing and innovating for the 21st century. A total of 19 major and six minor fields of study are housed in CELS. Several programs focus on the environment and/or sustainability.

**College of the Environment and Life Sciences
Specific Programs with a Focus on the Environment or Sustainability**

Majors	Minors
Animal science & technology Plant sciences Environmental science & management Geology & geological oceanography Wildlife & conservation biology Aquaculture and fisheries technology Marine affairs Marine biology Marine affairs Environmental & natural resource economics Sustainable agriculture & food systems	GIS and Remote Sensing Soil Environmental Science Wildlife and Conservation Biology International Development Marine Affairs Global Water Studies

C) Development of civic engagement knowledge and skills and students' application of such knowledge and skills to address sustainability issues in their community.

The General Education Program at URI reflects a contemporary learning experience that allows our undergraduate students to examine and engage the complex, interpersonal, civic, and global issues defining our world today. All undergraduate students must take a minimum of three credits of course work for each of the 12 student learning outcomes and one “Grand Challenge” course requirement. One of the student learning outcomes includes developing and engaging in civic knowledge and responsibilities.

Preparing graduates for their public lives as citizens, members of communities, and professionals is a

responsibility of higher education. Yet the outcome of a civic-minded and civically responsible graduate is a complex concept, involving both the pursuit of academic knowledge and the engaged application of that knowledge to achieve a larger purpose - to be a fully engaged citizen. Through exposure to civic engagement in a variety of learning environments, URI students learn to clearly perceive and engage with the world in which they live. This learning could take place through academic and service-learning courses, community-based research, or service within the community.

Community Service Courses

URI offers three different Community Service (CSV) courses throughout the year. Students may choose to enroll in a course-based class (CSV 301) where learning through a community service experience is related to course content. Concurrent enrollment in a course that offers community service experience is required, and the learning experience is defined by a job description and learning contract. An alternative to the course-based CSV class provides students with a learning opportunity through a community service project that addresses a specific need in the off-campus community (CSV 303). As a third option, a CSV class engages students through a community service project that addresses a specific community need at the University (CSV 302) and includes a mandatory seminar.

The University Office of Sustainability offers a CSV 302 course each fall and spring semester: Sustainability Leadership Training. Students learn to identify and examine critical sustainability issues and how to develop campaigns and communication skills that lead to changes in behavior in their local community. In this particular course, the local community is the URI campus. Through peer education and programming, students make sustainability a topic for discussion, analysis, and understanding for all the students in their assigned residence hall(s). Priority of programs is given to residence halls designated for first-year students. By organizing events and ongoing programs that engage student residents with topics related to waste reduction/recycling, energy conservation, reducing our contributions to a rapidly warming climate, water, local foods, transportation, and more, CSV 302 students play an important role in introducing student residents to a campus culture of sustainability. For example, one student may decide to hold hall cooking classes demonstrating the use of locally grown ingredients. Another student may decide to organize a competition to see which hall could collect the most recyclables. The Sustainability Leadership Training course is designed to provide students with community engagement skills related to sustainability that they can use and apply in their post-academic career.

Cooperative Extension

As a land-grant institution, URI hosts a Cooperative Extension office on campus. The mission of cooperative extension programs nation-wide is to put knowledge to work in pursuit of sustainability principles: economic vitality, ecological sustainability and social well-being. Cooperative Extension combines local experience and research-based solutions to allow families and communities to thrive in our rapidly changing world. The University of Rhode Island Cooperative Extension office specializes in programs related to water resources, energy literacy, land stewardship, food systems and agriculture, and healthy lifestyles. The office employs URI students to assist with programs for the community, and provides community-based outreach training opportunities for students.

The Energy Fellowship

A highly-regarded training opportunity through Cooperative Extension is the Energy Fellows program. The Energy Fellows Program offers paid work experience opportunities to undergraduate and graduate students enrolled in any academic major or discipline. Student Fellows are selected for positions at URI or with industry partners off-campus that address real world energy challenges. The Energy Fellows program is a one-year commitment and in addition to the 600 paid internship hours over the course of the year, Fellows attend conferences and events and receive specialized training in energy topics, leadership, and communications skills. Past fellowship opportunities have been available with the RI Office of Energy



Resources, National Grid, RI Commerce Corporation, the RI National Guard and the Newport Naval War College.

A team of URI Energy Fellows collaborated with four Rhode Island municipalities to assist in the achievement of target reductions for energy consumption and greenhouse gases. The goal of the EPA Climate Showcase Communities Project was to create replicable models of cost-effective and ongoing greenhouse gas reductions that catalyze broader local government actions. The models would stabilize the climate, in addition to improving environmental, health, and social conditions. Student Fellows benchmarked energy consumption for each municipality to prioritize locations for implementing showcase projects that yield cost-effective reductions as well as educate municipal employees, officials, and residents on sustainable energy consumption behaviors. The Energy Fellows then drafted Municipal Energy Management Guides for the towns, providing invaluable guidance in the development and implementation of energy policies, procurement of energy resources, and best practices to measure and verify the success of energy efficiency projects.

The Coastal and Environmental Fellowship

Environmental and societal issues are complex. They demand expert problem solvers, adept at addressing emerging problems and implementing programs that draw on a range of disciplines and technologies. This requires skills acquired through both classroom/lab and research experience. The Coastal and Environmental Fellowship program provides URI undergraduate students with opportunities to participate in ongoing environmental research, education, or public outreach programs designed to address current environmental and/or societal issues. Student Fellows learn about the application of science to the improvement of the world's health, agricultural and natural resource systems. Through this program, Coastal and Environmental Fellowship Program maximizes opportunities for students by better preparing them to enter the job market with the industry training and professional skills needed to succeed.

URI Coastal and Environmental Fellowships run for an eight-month period, beginning in mid-May and continuing through December. Fellows are matched with an established environmental research, management or outreach team, and are obligated to work 20 hours per week during the summer, for which they receive a summer stipend, and 10 hours per week during the academic term, for which they receive up to 3 academic credit hours through their mentor. The majority of the fellowships are based in Rhode Island.

Postsecondary Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

College or University Certifications

The signature of college or university President (or equivalent) on the next page certifies that each of the statements below concerning the institution's eligibility and compliance with the following requirements is true and correct to the best of their knowledge.

1. The college or university has been evaluated and selected from among institutions within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
2. The college or university would be willing to provide the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a compliance review.
3. OCR has not issued a violation letter of findings to the college or university concluding that the nominated college or university has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
4. The U.S. Department of Justice does not have a pending suit alleging that the college or university has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. There are no findings by Federal Student Aid of violations in respect to the administration of Title IV student aid funds.
6. The college or university is in good standing with its regional or national accreditor.
7. The college or university meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools Postsecondary 2015-2018

Public 4-Year Public 2-Year Private Non-Profit

Name of President/Chancellor: Dr. David M. Dooley, Ph.D
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official College or University Name: University of Rhode Island
(As it should appear on an award)

College or University Street
Mailing Address: Office of the President, University of Rhode Island,
Green Hall, 35 Campus Avenue, Kingston, R.I. 02881
(If address is P.O. Box, also include street address.)

County: Washington IPEDS Number* 217484
Telephone: (401) 874-2444 Fax: (401) 874-7149
Web site/URL: www.uri.edu E-mail: davedooley@uri.edu

*Integrated Postsecondary Education Data System

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.



Date: April 12, 2018



(President's/Chancellor's Signature)
Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the college or university's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The college or university has been evaluated and selected from among institutions within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
2. The college or university meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: The Rhode Island Office of the Postsecondary Commissioner

Name of Nominating Authority: Dr. Brenda Dann-Messier
 (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Dr. Brenda Dann-Messier

Date: 04/13/2018

(Nominating Authority's Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.