

# College of Menominee Nation

## 2016 Climate Action Plan

Created by

The Sustainability Committee

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## **INTRODUCTION**

In 2007, the College of Menominee Nation's (CMN) President, Dr. Verna Fowler signed on to the American College and Universities Presidents Climate Commitment (ACUPCC). Following the values of sustainability embedded into the Menominee culture in 2009 the Board of Directors unanimously approved a sustainability commitment that vowed to shape the future of CMN under the guiding principles and practices of sustainability.

To measure the campus greenhouse gas emissions, following the ACUPCC reporting instructions, an initial greenhouse gas inventory (GHG) was conducted in 2007, and second was completed in 2013. The college is now committed to conduct a GHG inventory each year as we proceed. Reporting on our efforts through progress reports submitted to the ACUPCC was completed in 2014 and 2015, and the college will continue to report annually.

In 2014, [Second Nature](#) introduced the Alliant to Resilient Campuses (ARC) as a means to explore climate adaptation and resilience to the ACUPCC framework. After careful review, that included the input from campus presidents, implementation staff, and the Second Nature Board of Directors, new standards for climate leadership in higher education were adopted, and the ACUPCC Program was renamed the Second Nature's Carbon Commitment. Under this new program, there are three commitment options in which a college can participate, the Carbon Commitment, the Resilience Commitment and the Climate Commitment. The College of Menominee Nation is currently following the Carbon Commitment; however, the Sustainability Committee is recommending a change to the Climate Commitment.

## **About the College of Menominee Nation**

The College of Menominee Nation's (CMN) mission is to provide opportunities in higher education to its students. As an institution of higher learning, chartered by the Menominee People, the College infuses this education with American Indian culture, preparing students for leadership, careers and advanced studies in a multicultural world. As a Land Grant institution, the College is committed to research, promoting, perpetuating and nurturing American Indian culture, and providing outreach workshops and community service.

CMN is an accredited Land Grant institution that now offers three Bachelor's Degrees, a variety of Associate Degrees, several technical diplomas, and a plethora of community workshops. The flagship campus in Keshena serves two-thirds of CMN's enrollment from ten major buildings. Students who comprise the remaining one-third attend classes in a leased building 45-miles east in the metro Green Bay area. Both campuses welcome students from many American Indian tribes and a broad range of ethnicities and races.

## **About the Sustainable Development Institute**

The Sustainable Development Institute (SDI), established in 1993, to encourage, promote, and build upon the Menominee approach to sustainable development. In the formation of the Sustainable Development Institute, College of Menominee Nation with community partners formed the Menominee Advisory Council on Sustainable Development, which developed research, education, and community engagement goals and strategies for sustainable development. These set the Institute's overall strategic direction and goals, along with the College of Menominee Nation's strategic plans, goals, and objectives. The Institute carries out activities to facilitate, promote, and support sustainable education, development, and practice across campus, in surrounding communities and throughout the world.

## **Purpose**

The College of Menominee Nation is committed to the Climate Action Plan (CAP) to ensure Menominee culture and values are infused within principles of sustainability to guide campus life. The CAP provides sustainability support across every department, student, staff, and community level of activity.

The following document serves to identify the goal of becoming a climate neutral campus and summarizes the objectives of moving towards the goal, as well as to indicate the means by which we will be successful in achieving the goal and objectives. The CAP provides the overarching structure and strategy that can be linked with the 2014 College's mission based goals that include:

- 1.) Provide quality education.
- 2.) Prepare students for leadership, careers, and advanced studies.
- 3.) Engage administration, faculty, and staff in research for the betterment of the community and institution.
- 4.) Promote American Indian cultural awareness and preservation.

The specific goals, objectives, and activities are outlined in detail in this document. The mission of the Sustainable Development Institute is to enhance the sustainability of the College of Menominee Nation. The Sustainable Development Institute is committed to achieving the mission by embracing strategic priorities outlined in the College's strategic plan. The priorities of the plan include evidence based decision making, student learning experience and success, and embedding sustainability guiding principles into campus culture.

**Plan Implementation**

The implementation of the plan will be overseen by the Campus Sustainability Committee that is comprised of campus staff, faculty of various backgrounds and academic disciplines, students, and community members. This group meets monthly to coordinate sustainability efforts, discuss projects and programs, and provide direction to leadership regarding sustainability policy and recommended practices. This plan will be reviewed quarterly, and updated annually for inclusion of campus reporting.

**GOAL: Through a venue of education that encompasses the Menominee values of sustainability, the college will continuously work to reduce greenhouse gas emissions until we become a climate neutral campus.**

**Objective 1: Develop a comprehensive plan of action to inventory and monitor college greenhouse gas emissions.**

ACTION	STEPS	Measure of Progress of Success	Who
Develop a plan for the College to reduce the following emissions: <ul style="list-style-type: none"> <li>• Propane</li> <li>• Mobile Combustion</li> <li>• Electricity</li> <li>• Commuting</li> <li>• Air Travel</li> <li>• Solid Waste</li> </ul>	Use the CMN-GHG inventory procedure to gather our data.  Establish baseline emissions inventory for greenhouse gasses.  Develop a timeline to reduce greenhouse gas emissions.  Create a plan to reduce emissions.  Implement the plan.	The completed baseline inventory and timeline.  Creation a written framework to reduce emissions on campus.  Evaluate and report to CMN leadership, partners, and stakeholders any implementation strategies to mitigate greenhouse gas emissions.	SDI, Student Interns, Community Members, MTE, MITW, CMN Students
Compile the campus emissions data into a reportable format.	Report the emissions inventory and its findings to Leadership, Partners, and Stakeholders.	Make the report available to interested parties.	SDI, Student Interns, Sustainability Committee

**Objective 2: Explore mitigation strategies to reduce campus greenhouse gas emissions.**

ACTION	STEPS	Measure of Progress of Success	WHO
<p>Research and explore mitigation strategies to reduce Green House Gas Emissions (GHG) emissions on campus.</p>	<p>Assess research needs; develop a framework for research working with partners such as the Northeast Climate Science Center (NECSC), the Network for Sustainable Climate Risk Management (SCRiM) and climate scientists to formulate sound research practices to explore mitigation strategies. Include working with partners and community members when developing this framework.</p>	<p>Completion of a written document that identifies renewable energy and green technologies and subsequently guides leadership at CMN in planning and implementing current and future mitigation strategies.</p>	<p>SDI, Student Interns, Community Members, Campus Support, Solar Institute</p>
<p>Assess and determine any potential renewable energy and green technologies that CMN may integrate into the campus and the physical plant.</p>	<p>Review previous energy feasibility studies for the campus and identify gaps (what has been completed and what are still opportunities) and include the CMN plan for long term financial sustainability of SDI according to leadership goals.</p>	<p>The number of grants and amounts awarded to facilitate any implementation of potential renewable energy and green technologies.</p>	<p>MITW, Menominee Tribal Enterprise, external partners and scientists</p>

Research carbon sequestration, carbon offsets, and renewable energy certificates to see any of them need to be included in the GHG inventory.	Assess the use of carbon sequestration, carbon offsets, and renewable energy certificates emissions offsets.	Recommendation made to the Sustainability Coordinator on whether carbon sequestration, carbon offsets, or renewable energy certificates need to be included in the GHG inventory.	Sustainability Committee, Student Intern, SDI, CFAF
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**Objective 3: Design and implement a process for decision makers to recommend, implement, and assess sustainability initiatives, activities, and practices based on sustainability benchmarks, and targets to achieve climate neutrality.**

ACTION	STEPS	Measure of Progress or Success	WHO
Identify any current campus sustainability initiatives and compare these to historical initiatives, identifying gaps.	Assess campus sustainability and develop a list of initiatives.  Develop criteria to prioritize list and then prioritize the list for current and future planning.	The development and compilation of a list to be provided to College decision makers as requested.	Sustainability Committee, Students, Community Members
Assess the need for and create a policy on sustainability planning and decision making to achieve climate neutrality.  (This policy and decision making matrix may be based on the list created in the first action for Objective 3).	Contact College decision makers and others to determine the need for policy.  Analyze assessment findings and write a policy integrating sustainability benchmarks, and campus sustainability initiatives to assist decision makers in implementing projects that will assist in achieving climate neutrality.	Completion of a draft policy with the final product being a policy approved by CMN policy committee.  The implementation of resource savings projects to achieve climate neutrality	Sustainability Coordinator, Faculty, CMN Leadership, Policy Committee
Director of Operations work	Director of Operations will be a	Number of meetings attended.	Sustainability Committee, Solar

closely with the Sustainability Committee.	committee member.  Director of Operations will report all energy saving efforts to the Sustainability Committee	Reduction of duplication of efforts.	Energy Research Institute, Director of Operations
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**Objective 4: Provide a Learning Environment and Support Services which will impact student behavior, awareness, and actions to prepare students for success.**

ACTION	STEPS	Measure of Progress or Success	WHO
Enhance student learning experiences and understanding regarding sustainability values, principles, and concepts.	<p>Inform students at entrance to CMN of the importance of enrolling in SDE100</p> <p>Create materials and provide presentations and workshops on campus sustainability.</p> <p>Ensure faculty has a thorough understanding of sustainability concepts.</p>	<p>Record the number of student who complete SDE100</p> <p>Number of presentations and types of materials developed based on the SDI values and concepts.</p> <p>Student course evaluations</p>	Student Achievement Specialists, Students, SDE100 Instructor and SDI staff
Engage students in projects to further sustainability at CMN.	<p>Promote participation by ALL students in SDI activities and events.</p> <p>Market and recruit student interns for projects related to climate change, alternative energy, and sustainability.</p>	<p>Record the number of students and/or interns who are involved with sustainability and climate change related research.</p> <p>Record the number of students who participate and attend the SDI events.</p>	SDI Staff, Student Achievement Specialists, Faculty, Staff, Students



	Engage students in the CAP	Record the number of students who sign the CMN Sustainable Living Pledge.	
Enhance student knowledge regarding food sovereignty and security.	<p>Assess knowledge and understanding of food sovereignty.</p> <p>Provide two educational or informational sessions per year regarding food sovereignty.</p> <p>Recruit students membership for SEEDS, AISES, AIBL, gardening and agriculture projects, and to participate and assist with SDI events.</p>	<p>Pre/Post Surveys to determine knowledge</p> <p>Record the number of students who participate and attend the educational or informational sessions.</p> <p>Record the number of students who participate in agricultural projects.</p>	SDI, students, staff, faculty, Continuing Education, Food Distribution, UW Ext, and MITW.
Offer internships, work study, and student worker positions for students that enhance their educational experience.	Write positions into grants when applying for funding.	Record the number of students who participate in internships, student workers, and work study.	Intern Coordinator, Student Services and/or all departments.
Engage faculty to further sustainability education and initiatives on campus.	SDI will offer two faculty training engagement sessions (One in the spring and one in the fall.)	<p>Record number of faculty members who attend SDI faculty training.</p> <p>Assess and document how faculty implements sustainability curriculum and education delivery in the classroom.</p>	Sustainability Coordinator, Academic Affairs, Faculty, Leadership
Engage staff to further sustainability on campus.	Offer campus sustainability initiatives for staff members.	Record the number of staff that participate or attend activities.	SDI will meet with CMN staff to determine how to engage them in sustainability efforts
Increase climate literacy throughout the campus.	Develop education and outreach related to climate literacy.	Number of participants attending educational and outreach events.	Faculty, Staff, SDI, Student Government

**Objective 5: Reduce campus waste generated by college activities based on benchmarked data, sustainability assessment and indicators, and targets to achieve climate neutrality.**

ACTION	STEPS	Measure of Progress or Success	WHO
Minimize the waste generated on campus.	<p>Provide training on the negative effects of using non-recyclable materials and assist CMN departments, faculty and staff in reducing amount sent to landfill.</p> <p>Provide training on the effects of using Styrofoam.</p> <p>Utilize Greenhouse Gas Inventory to determine amount of waste generated</p> <p>Encourage the use of electronic submission of documents instead of paper (timecards, student reports, homework, budget documents.</p>	<p>Record number of events, meetings, or activities that use non-recyclable materials.</p> <p>Record the number of people who attend trainings.</p> <p>Record and track campus usage on waste and provide information to CMN Leadership.</p> <p>Decrease of paper usage.</p>	Sustainability Coordinator, Maintenance, Faculty, Staff, Students
Assess and plan for a NO Styrofoam use policy.	Develop and write a NO Styrofoam use policy for CMN	Completion of a draft policy with the final product being a policy approved by CMN policy committee.	Sustainability Coordinator, Policy Committee, Faculty, Staff
Decrease campus waste by providing composting stations throughout both campus locations; Keshena and Green Bay.	<p>Assess the need for composting by completing a campus composting evaluation.</p> <p>Develop a plan for the</p>	<p>Completion and analysis with documentation of the campus composting evaluation.</p> <p>Development of a draft purchase plan</p>	Sustainability Coordinator, Maintenance, SDI staff, Operations, Facilities, Sustainability Committee

	<p>acquisition of composting stations.</p> <p>Develop and implement a training program for staff, faculty, and students on composting engaging at least 50 individuals and developing at least 1 education and outreach program.</p>	<p>with CMN operations and College leadership and completion of a finalized purchase plan with composting stations in place at each campus building.</p> <p>The number of participants reached and the number of training, education and outreach materials developed may be recorded annually.</p>	
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**Objective 6: Ensure Institutional Sustainability.**

ACTION	STEPS	Measure of Progress of Success	WHO
Enroll students for 8500 credit hours per semester.	Develop and implement a short term and long term recruitment plan.	Review the student enrollment through student records data base.	Student Services, Faculty, Staff
Provide a comprehensive employee/faculty orientation to CMN.	<p>Develop a uniform orientation binder.</p> <p>Provide orientation training.</p>	<p>Record the number of employee/faculty that receive and read the orientation binder.</p> <p>Record the number of employee/faculty who attend the orientation training.</p>	Human Resources Department Academic Affairs
Determine program viability.	<p>Assess number of students in a program each semester.</p> <p>Attend recruitment events with a focus on AI students.</p>	<p>Monitor the student count through student records data base.</p> <p>Record inquiries, accepted, and registered students.</p>	Registrar, Student Services
Prioritize equipment replacement and facilities maintenance.	Inventory campus equipment that includes the lifespan of the	Completion of inventory list.	Campus Support IT Department, Campus Support,

	<p>equipment.</p> <p>Develop a plan for campus equipment replacement.</p> <p>Development a campus maintenance schedule.</p> <p>Review parking facilities and include parking for bikes, mopeds, and energy saving vehicles</p>	<p>Complete and monitor the plan.</p> <p>Completion of maintenance schedule.</p> <p>Implement the schedule.</p> <p>Number of bikes, mopeds, and energy saving vehicles using the parking lots.</p>	<p>Maintenance Department and Housekeeping</p>
<p>Increase revenue; decrease wasteful spending and duplication of services.</p>	<p>Obtain additional outside funding.</p> <p>Increase income.</p> <p>Create a Green Revolving Fund.</p> <p>Review current outside contracts, agreements, and external affiliations.</p>	<p>Monitor grants.</p> <p>Increase alumni donations and other contributions.</p> <p>Dollar amount in the fund.</p>	<p>Sponsored Programs, Advancement, Directors, and CFO Campus Support, , Business Office and Program Directors</p>
<p>Create a fiscal policies and procedures manual.</p>	<p>Identify the process of the Business Office.</p> <p>Perform Business Office Policy Audit.</p> <p>Create a green purchasing policy (i.e., to purchase locally grown</p>	<p>Completion of an efficient and effective procurement policies and procedures manual.</p> <p>Completion of audit.</p> <p>Green Purchasing Policy</p>	<p>CMN Board, CMN Leadership, Business Office</p>

	<p>or indigenous plants/trees).</p> <p>Assess the need of a procurement position.</p> <p>Hire consultant to review CMN policies and provide recommendations, including the need for a procurement position.</p>	<p>Recommendation regarding procurement position.</p> <p>Review of report provided by the review team.</p>	
<p>Increase employee/faculty output.</p> <p>Increase collaborations to decrease redundant work.</p>	<p>Develop Organizational Chart.</p> <p>Provide training for staff and faculty to increase output.</p> <p>Review and monitor faculty evaluations by students and peers.</p> <p>Develop ways to address employee morale.</p> <p>Provide opportunities for department to department collaborations.</p>	<p>Organizational chart developed and communicated to all employees</p> <p>Record number of employees trained.</p> <p>Each semester review the evaluations.</p> <p>Satisfaction surveys.</p> <p>The number of projects and activities that include more than one department.</p>	<p>CMN Board, President, CAO, CFO, Directors HR</p> <p>Academic Affairs</p> <p>All Employees, Human Resources to facilitate.</p> <p>Campus Wide</p>

**Objective 7: Embed Tribal Cultural Values of Sustainable Stewardship in the campus culture.**

ACTION	STEPS	Measure of Progress of Success	WHO
<p>Encourage the use of Menominee language during sustainable stewardship, climate change related events, and all College related education and outreach including education and outreach materials.</p>	<p>Identify opportunities to assess and plan for, then implement Menominee language into classroom and daily activities Provide training to staff, faculty, students and community on basic Menominee Language skills.</p> <p>Provide resources to access the Menominee language glossaries, and other electronic sources.</p> <p>Provide Menominee dictionaries to all CMN Departments.</p> <p>Identify Menominee language speakers and cultural contacts.</p> <p>Develop a list of common sustainability and climate topic words or phrases that may be used in the classroom, the CMN campus or in the Menominee community.</p> <p>Create Menominee language</p>	<p>Measure and record the use of Menominee language in the classrooms.</p> <p>Record the number of people who attend trainings to facilitate knowledge of the Menominee language and record the types and amounts of curriculum developed along with the number of classroom related activities.</p> <p>Record the number of departments that have a Menominee dictionary.</p> <p>The list of Menominee language speakers and cultural contacts.</p> <p>The development of a glossary of Menominee language specifically related to sustainability and/or climate terms accessible to students, faculty, staff and the Menominee community.</p> <p>The addition of at least 5 new or</p>	<p>Department of Continuing Ed., Menominee Language &amp; Culture Commission, Historic Preservation, and Campus Support, Students, Faculty. Student Services &amp; Academic Affairs</p>

	signage that identifies points of interest on the campus (drinking fountains, bathrooms, etc.) and/or speaks to conservation and sustainability of resources related to these points of interest.	replacement signs which include Menominee Language posted on both the Keshena and Green Bay Campus.	
Invite family and community members to cultural events related to sustainability and activities on campus	<p>Create family inclusive events and activities that emphasize sustainability, i.e., gardening, food sovereignty Earth Day, Fall Harvest Day on Campus (end of September early October) Pumpkins, apples, bobbing for apples.</p> <p>Create educational workshops designed around sustainability and offer them to the community</p>	<p>Record the number of events, workshops and number of participants in attendance. Completion of satisfaction surveys for program/event/workshop improvement and suggestions for future.</p> <p>Record number of participants, analyze and evaluate event surveys, discuss the event with speakers and document lessons learned.</p>	Campus Wide/ALL Staff/Departments that target students, potential students and community members.
Host an annual International Day on campus to share cultures and facilitate an increase in both Menominee and other communities' cultural awareness.	<p>Assess, plan and implement the event day, identify speakers and methods to have them address the participants.</p> <p>Contract with community people to provide cultural education to staff/faculty/students</p>	<p>Record number of participants, analyze and evaluate event surveys, discuss the event with speakers and document lessons learned.</p> <p>The number of contracts.</p>	Students, faculty, staff, student organizations.
Incorporate elders into campus life to assist students with a better understanding of the Menominee way of knowing.	Recruit elders for participation on campus ( Senior Companions and Foster Grandparents)	Number of elders who participate and/or number of events which feature elders on campus	SDI, Community Members, CMN Leadership, All Departments

	Highlight and promote elder involvement on campus.		
Assess, develop and implement curriculum in the classroom related to sustainable practices and climate change issues which includes Traditional Ecological Knowledge (TEK) or other culturally relevant concepts.	<p>Assess the knowledge of staff, faculty and students regarding TEK.</p> <p>Provide two educational and informational sessions per year regarding TEK.</p> <p>Develop materials, lesson plans, and curriculum related to sustainable practices, climate change, TEK, and other culturally relevant concepts.</p>	<p>Pre/Post Survey to all staff, faculty and students.</p> <p>The number of attendees at the educational/informational sessions.</p> <p>The development of materials.</p> <p>IRB Approval of curriculum.</p>	Faculty, SDI, Academic Affairs, Student Services, Historical Preservation, Community Members and Institutional Review Board (IRB).
Incorporate the Sustainable Development Institute's (SDI) "Theoretical Sustainability Model" into classrooms by working with faculty and students to identify needs, develop cultural relevant learning materials based on the Menominee culture.	<p>Provide In-Service/training to staff and faculty on the Theoretical Model</p> <p>Post the model around campus to make it more visible and make available during orientation for staff and students</p> <p>Incorporate the model within each of the program curriculum and disciplines (Teacher Ed., Business &amp; Public Admin, etc.,)</p>	<p>Number of training/in-services held and the number of staff/faculty that are trained</p> <p>Number of postings and flyers made available to staff/students during orientation</p> <p>The number of course or syllabi changes that are made to include the model.</p>	SDI, Staff/Faculty, Campus Support



## GLOSSARY OF TERMS

**Climate Neutral:** Having a net zero carbon footprint, refers to achieving net zero carbon emissions by balancing a measured amount of carbon released with an equivalent amount sequestered or offset, or buying enough carbon credits to make up the difference.

**Greenhouse Gas:** In greenhouse gases carbon dioxide (CO<sub>2</sub>) is the most abundant. However, GHG's can also encompass other gases, namely: methane (CH<sub>4</sub>), nitrous oxide (N<sub>2</sub>O), hydro fluorocarbons (HFC).

**Greenhouse Gas Inventory:** An inventory that is done to measure campus greenhouse gas emissions.

**Green Purchasing Policy:** A written policy that promotes environmental stewardship and reducing greenhouse gas emissions when purchasing goods and materials.

**Green Revolving Fund:** A fund where the central fund is replenished as reduced energy cost projects pay back their loans, creating the opportunity to issue other loans to new projects.