UVA STUDENT SUSTAINABILITY GUIDE

Team 3: Format

Global Sustainability, Fall 2011
Prof. Phoebe Crisman
Workshop Leader: Carla Jones
Team Members: Oliver Atwood, Cari Bergner, Michael Promisel, Rachel Schmidt

TABLE OF CONTENTS

EXECUTIVE SUMMARY

The purpose of our workshop was to develop and establish a Sustainability Guide accessible to all students at the University. This Sustainability Guide is meant to educate students about the importance of sustainable living and give them information about incorporating sustainability into their daily lives. The purpose of our team was to research and determine the best possible format for this Guide. We started this process by determining the necessary criteria for the guide: accessibility, physical sustainability, cost, ability to update, and a Student Council survey. After outlining the criteria, we identified several possible formats for the guide and developed a matrix to gauge how they ranked with regards to the criteria. From these evaluations we developed our final recommendation for the Guide.

The formats with the highest point totals on the matrix were social media, email, and website. From this information, we developed the best approach for the Guide: the "home" and "extremity" approach. We recommend that the Sustainability Guide has a central home on the SustainaUnity website. This gives students an easily accessible resource at their fingertips. The extremities of the guide will reach out to as many students as possible. Social media and email were the most appealing of these extremities. Our workshop has asked the SustainaUnity group to include tips from the guide in their weekly emails.

PROBLEM STATEMENT

Sustainability Guide

The overall goal of our workshop was to create a University of Virginia student's guide to sustainability that will provide information about living sustainably at the University. The guide will reach a broad audience and will provide guidance about available opportunities on Grounds and in the greater Charlottesville area. It will inform students of opportunities to be sustainable and will provide motivation for students to become involved. In order to develop an effective guide, we will research existing guides from other Universities and institutions, as well as explore internal sustainability efforts. The relevant information will be compiled and communicated in an effective manner. By making sustainability options available to students, the guide can help UVa achieve its sustainability goals.

History of Sustainability at UVa

Sustainability at UVA has generated momentum primarily in the last decade. The Conservation Advocates program was the initial sustainability-focused program. Implemented in first-year dorms, the program suggested "green living" goals for students. Started in 2002, the Conservation Advocates appointed one person per dorm to lead sustainability efforts. The first student-led sustainability group was the Green Grounds Organization, created in 2004. In 2007, Student Council created the Environmental Sustainability Committee to promote student interests in sustainability and green living. One year later, the President's Committee on Sustainability was created to bring sustainability to the forefront of the University's goals. This past year, this committee created a student subcommittee to bridge the communication gap between the administration, faculty, and students. Earth Week, the UVA Green Challenge, and the SustainaUnity website were all created in 2010 to spread interest and information about sustainability at UVA. In 2011, the Global Sustainability minor was approved and the first graduates walked the lawn in May. Finally, the Board of Visitors approved the Sustainability Resolution, which included the first ever carbon reduction plan of 25% below 2009 levels by 2025. At this point, there are over 40 sustainability-based programs at the University ("SustainaUnity,").

Community Partner: Andrew Greene

Andrew Greene is the Sustainability Planner in the Office of the Architect for the University of Virginia. Mr. Greene is responsible for leading University wide sustainability initiatives, for helping current LEED construction projects, and for developing an effective greenhouse gas emissions reduction plan. Mr. Greene has expressed a need for this sustainability guide. He will be consulting with us throughout the development process. With regards to formatting, Mr. Greene wants an interesting, relatable, and accessible guide, keeping in mind the limited budget (Greene).

Team 3: Formatting

Our workshop team will focus on generating a variety of formatting ideas for the Sustainability Guide. The goal is to reach as many students as possible and to provide a reference for interested students. The format will maximize interest through ease-of-use and aesthetics. We will design the format in a sustainable fashion to ensure that it can modified and updated over time. In order to create an effective format, we will gather information from current students (via survey) regarding what format would be the most attractive. We will work with the other teams in the workshop to format appropriately based on content and marketing strategy.

Project Facts

About halfway through the project, all of the workshop teams had a large discussion to confirm what each team was accomplishing. This increased communication and allowed for teams to continue making independent progress. The following is a list of project facts that all teams have contributed to, understood, and used upon completing the project:

- According to a student survey, the most effective format to reach students is by email
- Format and content must be concise, simple, straightforward
- Most other schools do not have "sustainability guides"
- We will collaborate with SustainaUnity
- Guide will be interactive, engaging, aesthetically pleasing
- Top issues: energy, water, recycle, education, and natural resources
- We have limited funding
- Content needs to connect to behavior changes
- Content should include positive incentives

Project Questions

The following is a list of questions that the teams compiled during this large workshop meeting. The next stages of the project involved answering these questions to complete the Guide:

- Who will our partners be (in addition to SustainaUnity)?
- How often will the email be sent out?
- What will the content include?
- How will we measure the response to and success of the Guide?
- How will we make our Guide stand out?
- What is the exact budget?
- How will we market the Guide?

POTENTIAL FORMATS

There are several options regarding the format of the guide. Each of these formats is discussed in detail below.

Mobile/iPhone App. The mobile app is one of our most innovative options for communicating sustainability to current students. Similar to other UVa apps (the official UVa app, HooBus) this would target all major smart phones and other devices with software-supported platforms. Development of a smooth, informative, and attractive app will cost several thousand dollars (Rocksauce Studios, 2011). Most of the money would go to a developer familiar with the relevant software. However, one possible option is to contact the Computer Science department and see if any of their classes/organizations would be interested in helping develop the app. If we were interested in pursuing this option, we would email iphonedev@virginia.edu to connect with UVa students currently developing mobile apps. Finally, the most realistic option is to devote a small portion of the official UVa app (already in existence) to the Sustainability Guide. The official application is difficult to edit, so we would need to use our connection with Andrew Greene to communicate with the ITC Department. To get in touch with ITC, we would call them at (434-924-4357) or email them at 4help@virginia.edu to further explore our options. Once the communication is established, we would propose having a version of the Sustainability Guide available on the current app.

Email. Email is a reliable option, considering that many students access email throughout the day on their phones and laptops. This gives email the same advantage of portability as the podcast option. Another advantage is that email is a very popular medium already strongly supported with the University's infrastructure. Every student at UVA has an email account, and they can all be easily reached through a "listserve" email service. Professors, peers, and team members contact one another frequently via email. Similar to the other technology-based options, email alternative will not create paper waste.

Stall Seat Journal. At UVa, the Stall Seat Journal is very accessible to first year students, as it is placed in all bathroom stalls in first year dorms. Since the Stall Seat Journal poster campaign began, the University of Virginia has seen a decrease in many problem areas of high risk drinking. This evidence shows that the Stall Seat Journal *is* effective at conveying information to UVA students (and in particular, first year students). The poster is updated on a monthly basis, with interesting, informative facts regarding the health and safety of students at the University. This option would be low cost, as it is already being implemented at the University. Downsides to this format are that once students move off-grounds, they have limited access to these posters. Additionally, there must be a designated student to ensure that sustainability facts and tips are updated on the Journal each month. Finally, it might be difficult to incorporate sustainability facts into the Stall Seat Journal, as it usually focuses on student health and safety. To contact the Stall Seat Journal we would call the Office of Health Promotion at 434-924-1509 (Social Norms Marketing, 2011).

Text Serve. This option is very similar to the social media options. Many students at the University utilize and enjoy the ability to text on their cell phones. An option to reach many students at one time is to create a "text serve." This enables one person to send a text regarding a sustainability fact, challenge, or tip to an entire entity of students who signed on to the program. A strength to this format is that it is easy to implement, and will reach many students almost instantly. Downsides to the format are that many students may not sign up, for fear of being bombarded by texts, or because standard messaging rates will apply and they may not want to commit to the guide. Additionally, there would need to be a student responsible for sending out helpful, interesting text messages to keep students involved. We would most likely turn to SustainaUnity to help manage the text message services.

Cavalier Daily. This independent student newspaper at UVa is available at numerous locations on grounds and is updated each day with new articles, advertisements, and information most relevant to the student body. By putting putting in a small section on Sustainability, students could submit columns, interesting facts, or ideas to further promote sustainability in the student body. Similarly, sustainability clubs could use advertising space to showcase upcoming events and gain support. Strengths of this format are that many students read the Cavalier Daily frequently, the publication is already supported by the University community and is produced daily. Weaknesses are that the Cavalier Daily staff may not be willing to give up space for the Guide, or they may require the program to buy advertising space, which would be an expensive commitment. To further explore this option, we would contact the Editor-in-Chief Jason Ally at jaa5r@virginia.edu or the Advertising Manager Kaley Bender at keb4y@virginia.edu ("The cavalier daily," 2011).

Pamphlet. A pamphlet would be simple option that requires printing the Guide in an intriguing, interesting format and distributing it around grounds. The pamphlet would be printed on large amounts of paper, which is both an advantage and a disadvantage. It is an advantage because it will be easy for student's to use at that moment, and it will be easy to distribute. Disadvantages are that using large amounts of paper for an environmentally-based cause seems contradictory and the paper and printing may be over our budget.

Lecture. This option provides for a more personal format for the Sustainability Guide, and would allow students interested in sustainability to network in person. Additionally, it would be a large event and could attract attention if we could include a well-known sustainability advocate or expert in the field. One drawback of this format is that it is not as consistent as other alternatives, since lectures would occur every

few months. Another drawback is the lecture event may only attract students who are already interested in sustainability, and may not appeal to a larger student body at the University.

Facebook page. Creating a Facebook page is appealing because most University students use Facebook regularly. Therefore, exposure to sustainability information would be high. Additionally, Facebook enables students to interact with the information they are receiving, and hopefully encourage discussion. However, some psychologists say that social media is not an effective 'tool for change' because it does not include the strong personal ties necessary to keep people engaged (Gladwell, 2010). Implementation of this option would be relatively simple, as long as there were a designated web-master who could manage the page and inform followers of ongoing efforts in sustainability. Once again, we would look to SustainaUnity to provide someone to manage and update the page. Additional positive aspects of this format are that there is no cost and it will be easy to update with new information.

Podcast. A podcast including sustainability information has the advantage of portable access. Any student can download a weekly/monthly podcast onto their iPod or iPhone and listen wherever, at any time. Podcasts are another "paperless," option, which eliminates the problem of paper waste. However, in the student survey, the podcast alternative received low popularity ratings when compared to other media sources. Finally, there will be a cost to develop, upload, and maintain the podcasts on a regular basis. This requires more of technical skill than some options, meaning SustainaUnity may be less likely to take on this responsibility.

Website. The most efficient, accessible, and adaptable option is to create or join a website. The format of this website heavily depends on the final content of the guide. One design option is to dedicate a page to each major category of the Guide. The website must be innovative and well-designed to serve as a dependable resource for students. Development of such a website has several possible routes. For example, the site could be built in a similar fashion to the SustainaUnity website. This would mean using Wordpress to develop an independent, free, attractive, and relatively straight-forward site. In addition, we could add the Guide to some aspect of the SustainaUnity website, with their permission. Finally, we could ask the ITC Department develop a page off of the University of Virginia website. ITC can be contacted at the phone number and email address previously mentioned. These alternatives would each help with publicity and be easily accessible to all students.

Twitter. This option is similar to the Facebook option because it is easily accessible and low-cost. Implementation would similarly require a web-master to be in charge of tweeting about sustainability-related events and opportunities. We would ask SustainaUnity to manage and tweet on the page. Even more so than the Facebook page, followers of a sustainability-related Twitter would receive updates and tips about being sustainable at the University. They could use the social networking aspect of Twitter (such as re-tweeting) to spread the word to other students about what they are learning. The drawback is that social media is not the most effective way of creating real change due to its impersonality, as noted above by M. Gladwell.

Table tents. All University dining locations place "table tents" on the dining tables to publicize events and share information. Submission is very easy, open to all students, and requires a simple email to uvatabletents@gmail.com. One drawback is that the table tents have very limited space and therefore may only communicate small bits of information. One possible option is to use the table tents to give a "Sustainability Fact" or "Tip of the Week" and then direct students to refer to the complete Sustainability Guide for more information ("University of virginia," 2011).

Ad Space on Buses. Buying ad space on University Transit System (UTS) buses provides the opportunity to share information about sustainability to everyone who rides buses. The disadvantage of buying ad space on buses is that the advertisement may not convey enough appropriate information in an intriguing

fashion, resulting in an ineffective option. Additionally, buying UTS ad space may be expensive as prices range from $750 for one 11 X 17 inch ad per bus for four weeks to $3300 for two 11 X 17 inch ads per bus for 12 weeks (Parking and Transportation, 2011). These factors lead us to believe that buying ad space would not be an effective use of our limited funding.

Multi-media approach. The multi-media alternative incorporates several of the options listed above including Facebook, an iPhone app, lectures, text messages, and advertising. The overarching idea for the multi-media approach is to have a "home base" for the Guide and then utilize various extremities reaching out to a greater number of students. For example, a website would serve as the primary source of all information. Simultaneously, pamphlets, Facebook, table tents, and a mobile app would be used to reach more specific audiences. The "home base" plan gives students a comprehensive and accessible resource while the other media provide information to students who may not seek out the 'home base' version of the Guide.

CRITERIA FOR FORMAT SELECTION

Appealing to Students. If students like the format of the Guide, they will be more likely to use it and engage in sustainable behavior. Therefore, one of the most important requirements for the guide is that UVa students accept and approve of the format. Gathering information from students about which formats they would prefer will be very helpful when choosing a final medium for the guide. This criterion will be evaluated through a survey distributed to the entire student body.

Accessibility. One of the goals of the Guide is to appeal to and promote sustainability to a wide audience. Therefore, the Guide should be accessible to all members of the University community. The Guide must be easy to find, understand, and apply.

Ability to Update. In order for the Guide to be effective, it must be regularly updated to incorporate new information and opportunities for sustainability at UVa. This requires a student to be responsible for updating the guide whenever it is released throughout the school year. As many of the options explain, this student will likely come from the SustainaUnity team.

Cost. The Sustainability Committee has a limited budget committed to the Sustainability Guide. It will be difficult to produce the Guide for a broad audience if it is expensive. The class contacted Andrew Greene to determine a final budget, and the exact numbers remain undefined. We researched a variety of costs to producing each type of guide, and refined the evaluation matrix below.

Physical Sustainability. Since the Guide will focus on promoting sustainable behavior, the final format of the Guide should be sustainable in itself (i.e. printed on recycled paper, based online only, efficient to produce). Many of the options rely solely on the internet and social media, which both rank high in terms of physical sustainability. On the other hand, pamphlets, the Cavalier Daily, table tents, and the Stall Seat Journal are printed on paper and thrown away or recycled after their use.

Student Council Survey

In October, the team requested to have a question regarding the Sustainability Guide format in a Student Council survey. The survey, known as 'Penny for Your Thoughts,' was sent out to the entire UVa student body (23,645 students) via email. The multiple-choice question appeared as a follows:

In what format would you prefer to receive information about sustainability at UVa?

- Email
- Website
- Pamphlet
- Lecture
- Social Media
- Podcast

The survey received 1,077 responses:

Table 1: Survey Results

Format	Responses
Email	708
Website	201
Pamphlet	45
Lecture	12
Social Media	101
Podcast	10

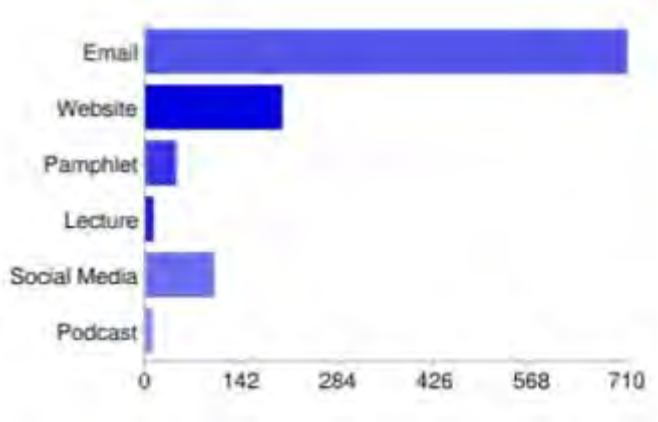

Figure 1: Survey Results

In our initial discussions about formatting, our team discussed the possibility of a multi-media Sustainability Guide. We believe that the best way to maximize student accessibility is to offer the guide in several formats. Again, one possible way of achieving a multi-media Guide is to have an online website/PDF that acted as the 'home' of the Guide. The Guide would then have several extensions such as emails, pamphlets, podcasts, etc. that could be used to maximize exposure.

EVALUATION MATRIX

Each option was ranked on a scale of 1-5 for each piece of criteria, with 5 being the best and 1 being the worst at fulfilling the criteria.

Table 3: Evaluation Matrix

	Survey[1]	Accessibility	Updatable	Low Cost	Physical Sustainability	Total
Mobile App	N/A	3	2	1	5	11
Newsletter (email)	5	3	4	5	5	22
Stall Seat Journal	N/A	4	3	2	3	12
Text Serve	N/A	4	3	3	5	15
Cavalier Daily	N/A	4	3	2	1	10
Pamphlet	2	2	4	2	1	11
Lecture	1	2	3	3	5	14
Facebook	3	5	5	5	5	23
Podcast	1	3	3	4	5	16
Website	4	5	4	3	5	21
Twitter	3	5	5	5	5	23
Table Tents	N/A	3	2	5	4	14
Ad Space on Buses	N/A	2	2	1	4	9

[1] A survey question was included in a survey sent to all UVa students, results can be seen above

CONCLUSIONS

The final data from the matrix gave us three clear winners. Facebook and Twitter finished with the highest composite score of 23 points. An email newsletter came in a close second with 22 points. Finally, the website ranked third with a score of 21 points.

Social Media

We decided to group Facebook and Twitter under the title of 'social media.' We have grouped them together because they target students in a very similar way - through social interactions with their peers and

friends. Facebook and Twitter are not distinct enough to have their own category. Thus, we say that social media scored highest.

It is not too surprising that social media ranked highest of all media in connecting to college students. The accessibility, cost, physical sustainability, and ease of updates using social media is clear. There are no natural resources used, setting an account is free, most students use social media, and updating is easy. Thus, social media received the highest score of 5 in all of these categories. However, social media placed 3rd in the survey with only 101 votes - over 600 behind the winner. Not even 10% of students chose social media. This is important to recognize because even though social media received the highest score on the matrix, it was not popular among students - our target market. One potential reason for the discrepancy is that student's fear they will be bombarded by our "sustainability facts" and the ease and comfort they now feel with social media will be interrupted. In order to mitigate this fear, we can provide opportunities for students to decide how often they receive information. However, many students may still remain skeptical of the program.

Email

Email is a critical form of communication for UVa students and faculty. Academics, extracurriculars, interest groups, and several other institutions depend on email as the primary source for communicating with students. Therefore, email is a clear choice to communicate to the student body. However, there are several problems in using email as the primary format. For example, students are inclined to rush through their email and delete unimportant messages without reading them. Thus, it is possible that an email about sustainability will become lost in the cyberspace of a college inbox.

It is important to note that the email was the clear winner in the students' survey. It received 66% of the votes and ranked far and above the next highest option. Out of all criteria in the matrix, student responses were considered to be the most important. After all, our goal is to come up with the most effective media for connecting to students. Thus, it is fair to conclude that email should be incorporated in the final format of the guide.

Website

The final successful format option to claim a high score was the website. Similar to email and social media, websites are an easily accessible resource for students. All students have internet access and a website may be the most effective way to communicate large amounts of information. However, there are also drawbacks of a sustainability guide on a website. First, the website requires that students take the iniative to pull up the website, which means that students may not take this step and will not utilize the Guide. Thus, the location, format, and accessibility of the website are essential to the success of the sustainability guide. We decided to collaborate with the SustainaUnity team on this front, and add our sustainability tips to their established site.

FINAL FORMAT RECOMMENDATIONS

Our group recommends that the format for the sustainability guide follows a simple "home" and "extremity" model. The idea behind this model is that the entire guide will be located at one central location and certain "extremities" will reach out via different media to communicate more specific information. We believe that this model is best for two reasons. First, the "home" gives students and easily accessible resource for all relevant information. This allows anyone interested in the material to find all available content whenever necessary. Second, the "extremities" allow us to branch out to students who are less inclined to pursue the resource or wouldn't think to otherwise. These "extremities" would not always communicate the entirety of the guide, but would include concise information about green living. Examples of "extremities" include the Facebook and Twitter postings, emailing tips, and a text serve.

A website is the best format for the home of the Guide. It is physically sustainable, easy to update, accessible, and ranked second on the student survey. Once all of the content is developed for the guide, we envision a web page that presents this information in an attractive and effective manner. Another consideration is how the students will access the site. Our site could be linked to many already established UVa website - more specifically the SustainaUnity wesite. Ultimately, this decision with lay with our community partner, Andrew Greene. Attaching the sustainability guide to a pre-existing site is best because it maximizes exposure without competing with other resources. Instead of spreading out information on sustainability, we want students to have access to resource as easily as possible, potentially using SustainaUnity as the starting place.

The "extremities" of the sustainability guide would play just as important of a role in communicating to students. By reaching out to students in several different media, we gain maximum exposure for the guide. The most important extremities will be email and social media. As the most popular and highest-ranking media on our matrix, email and social media will be crucial to the final format of the guide. Similar to our methodology behind using a previously established website, we want to take advantage of the resources already available. An entirely new list-serv based on the sustainability guide will compete with and take away from current emails. We believe that teaming up with SustainaUnity to present portions of the guide in weekly emails would be a great start for the email extremity. In addition, an email could be sent out at the beginning of each semester by the administration that is dedicated to promoting the guide. Similarly, the social media extremity of the guide could be attached to already existing accounts. For example, the official UVa page could post on Facebook and tweet weekly sustainability tips.

Additional ideas for the Guide extremities include table tents, bus advertisements, pamphlets, and a mobile application. Each of these formats could be used as a way to communicate weekly tips for living sustainably. We have determined that an independent mobile app is too costly and not the best way to communicate the information. However, we think a portion of the official University of Virginia application could be dedicated to the Sustainability Guide. This would reach a huge audience of current users and fit in nicely with the many features of the app. Once developed, the mobile app could become one of the primary methods to reach out to students. Table tents, bus advertisements, and pamphlets could be added as Guide formats as the program matures.

PAST AND FUTURE TIMELINE

Before determining the final format, we needed to determine whether we had all of the relevant information from students, our classmates in other groups, and Andrew Greene. The following is a complete timeline of the past semester:

Table 2: Timeline

Date	Activity
Early Oct.	Mike submitted a question pertaining to potential formats of a Sustainability Guide to the Student Council to send out to the UVa student body.
Oct. 13	Mike received "Penny for your Thoughts" survey results from Student Council
Oct. 14	Meeting with Andrew Greene - Rachel and Andrew further discussed the limited budget available for the project. There is money to print pamphlets, coffee sleeves, or other limited marketing strategies.

Oct. 23	Global Sustainability Class Survey - The entire workshop developed a more in-depth survey to send out to the Global Sustainability class. Cari developed an appropriate question for the class survey. This survey was sent out on Sunday, October 23rd and students were reminded in class on Tuesday, October 25th to complete the survey.
Nov. 2	Final decision on Guide Format - The Preliminary Report presented the format that we determined was best suited for the Sustainability Guide, which is an email sent out on a regular basis. The proposed format represents input from students, classmates, and our community partner. All team members participated in the development of the Preliminary Report.
Dec. 1	Assemble Sustainability Tips - The workshop created 50 tips on the most important topics to students (water, natural resources, energy, recycling, and education). Our team was responsible for creating ten water tips, which Oliver researched. Carla printed the tips and during class we cut them into small strips with one tip each and stuffed them into a little green "sustainability bag." We distributed the bags to various libraries and study spaces around grounds to encourage students to grab a Sustainability Tip on their way in or out during Finals.
Dec. 10	Final Report Due - After completing a preliminary report Carla provided feedback. We edited the report and submitted it for peer review by the four other groups in the class. Taking all parties' comments and suggestions into account, we then edited the report a final time and submitted it on December 10.
Dec. 12	Final Presentation - On December 12 we intend to present our report to the four other workshop groups, Carla Jones, Andrew Greene, and additional Sustainability community partners.
Ongoing	Workshop communication - The workshop teams have been communicating throughout the semester. Group 1 found limited Sustainability Guides from other schools around the country. Student involvement in creating these guides is lacking in most cases. However, they found and shared a few successful Sustainability Guides with ideas that we could further develop for our project. Group 2 found that most sustainability resources through UVa are run through SustainaUnity - a website dedicated to uniting sustainability leaders at UVa to collaborate on their efforts at the University. We decided that SustainaUnity would be a good organization to partner with to help distribute our final project. As the formatting team, we shared our formatting options, survey results, and helpful critcisms. Group 4 looked into various marketing strategies available to students. Interesting, creative ideas include coffee sleeves, stickers, table tents, and other small yet effective ventures. Group 5 researched what students deem to be the most important topics relating to Sustainability. Through surveys and tabling, they found that energy, water, recycling, education, and natural resources are the topics of highest concern.
Ongoing	Research Content - Each workshop group was responsible for researching one content area for the Sustainability Guide. These topic areas were chosen based on the the workshop team that tabled and sent out surveys to determine what areas students are most interested in. The five topics include water, recycling, energy, food, and natural resources. Our team was responsible for researching water and developing a creative way to get students interested in water saving techniques. We divided the "water" topic into sub

	categories because the topic is so broad. We chose categories based on places where students water regularly: bathrooms, dining halls, kitchens, and water required in the production and consumption of goods. These categories represent areas in which students have opportunities to reduce their "water footprints." Potential sources for future research include a wealth of websites such as the World Health Organization, dedicated to responsible water use. Additionally, Professor Brian Richter teaches a lecture on nature conservancy, and UVa provides many resources regarding sustainable water use.

WATER CONTENT

In order to make progress in creating the Guide, the workshop had a team-wide meeting discussing how to proceed in researching content. The "content team" established the top five areas that students have expressed interest in: water, food, natural resources, recycling and energy. They determined these areas through a tabling campaign as well as survey sent to the Global Sustainability course.

We researched water content - more specifically how students can decrease their "daily water footprint." Each team created ten "tips" that we shared and voted with the rest of the workshop.

The water tips we compiled include:

1. A reusable water bottle saves plastic and money.
2. When hand-washing dishes, fill one sink or basin with soapy water. Quickly rinse dishes under a slow-moving stream from the faucet.
3. Don't use running water to thaw frozen meat or other foods. Defrost overnight in the fridge or use the defrost setting on a microwave.
4. Store drinking water in the fridge rather than letting the tap run every time you want a cool glass of water.
5. Be aware of how many plates you use -try to use the minimum number at home and in dining halls.
6. Fountain drinks are normally chilled, so don't get ice in your drink if you don't need it!
7. Did you know it takes 400 gallons of water to make a cotton t-shirt? and 53 gallons of water to make a latte?!
8. Don't "spike the punch" -- our waterways are all connected and they need to be protected! Don't pour chemicals down the sink or flush harmful drugs.
9. Install new "low flow" fixtures - low flow or dual flush toilets, low flow shower heads, and efficient dishwashers and washing machines.
10. Water scarcity affects 1 in 3 people on every continent OR 1.2 billion (1/5 of the worlds population) live in areas where water is physically scarce.
11. Making water bottles to meet Americans' demand for bottled water requires more than 1.5 million barrels of oil annually, enough to fuel some 100,000 U.S. cars for a year.
12. 86% of empty plastic water bottles in the U.S. are NOT recycled
13. Fill a reusable water bottle with tap water instead of buying bottled water. If just one in every 20 gym-goers picked up this habit, the United States would reduce plastic waste by almost 30 million pounds each year.

FINAL ACTIONS TAKEN

Once our workshop finalized the format and the sustainability tips, we worked to ensure that the sustainability guide lived on past the Global Sustainability class. Our first promotional idea was to reach out to students who would be crammed in the libraries studying for finals. Using the idea of "production procrastination" developed by our marketing team, the workshop assembled bags of sustainability tips to distribute to libraries during exam week. All students in the workshop distributed these bags. Our group also developed a possible PDF format for the guide. This format can be viewed below.

The final guide has been forwarded to the SustainaUnity group and Administrative Sustainability Coordinator Ashley Badesch. The SustainaUnity group has agreed to adopt the tip theme into their weekly emails during next semester and beyond. We recommend that they also post the final PDF on the SustainaUnity website. This would fill the "home" role of the guide that our recommendation outlines. We look forward to the promotion and distribution of this guide in the future!

Water

UVa

Why should I care?

Water is very important. Water is very important. Water is very important. Water is very important. Water is very

Water is very important. Water is very important. Water is very important. Water is very important. Water is very

- 86% of empty plastic water bottles in the U.S. are NOT recycled
- Did you know it takes 400 gallons of water to make a cotton t-shirt? and 53 gallons to make a latte?

- 86% of empty plastic water bottles in the U.S. are NOT recycled
- Did you know it takes 400 gallons of water to make a cotton t-shirt? and 53 gallons to make a latte?

- 86% of empty plastic water bottles in the U.S. are NOT recycled
- Did you know it takes 400 gallons of water to make a cotton t-shirt? and 53 gallons to make a latte?

Recycling

UVa

Why should I care?

Recycling is very important. Recycling is very important. Recycling is very important. Recycling is very important.

Recycling is very important. Recycling is very important. Recycling is very important. Recycling is very important.

- 86% of empty plastic water bottles in the U.S. are NOT recycled
- Did you know it takes 400 gallons of water to make a cotton t-shirt? and 53 gallons to make a latte?

- 86% of empty plastic water bottles in the U.S. are NOT recycled
- Did you know it takes 400 gallons of water to make a cotton t-shirt? and 53 gallons to make a latte?

- 86% of empty plastic water bottles in the U.S. are NOT recycled
- Did you know it takes 400 gallons of water to make a cotton t-shirt? and 53 gallons to make a latte?

WORKS CITED

The cavalier daily. (2011). Retrieved from http://www.cavalierdaily.com/

Gladwell, M. (2010, October 4). Small change. *The New Yorker*, Retrieved from http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell?currentPage=1?currentPage=all.

Greene, A. (n.d.). Interview by C. Jones [Personal Interview]. Sustainability guide.

Parking and Transportation. (2011, September 8). Service Rates, Parking & Transportation, U.Va.. University of Virginia. Retrieved October 27, 2011, from http://www.virginia.edu/parking/information/rates.html

Rocksauce Studios. (Designer). (2011). *How much does an app cost to make?*. [Web Video]. Retrieved from http://www.youtube.com/watch?v=DGtglMQAEa4

Social Norms Marketing (2011). Hoo Knew? Stats on Drinking: Stall Seat Journal. Retrieved from http://www.virginia.edu/studenthealth/hp/norms/stall.html.

SustainaUnity. (n.d.). Retrieved from http://sustainaunity.com/about/history/

University of virginia dining. (2011). Retrieved from http://campusdish.com/en-US/CSMA/Virginia/Locations/Events.htm