

# Student Services Fee & Green Fund Survey 2019

## OVERVIEW

### Student Services Fee

The University of Arizona Student Services Fee (SSF) Board allocates approximately \$3 million each year to departments within UArizona. The goal of the survey was to solicit undergraduate and graduate student opinion to assist in the prioritization of services considered for fee funding 2020-2021.

### University of Arizona Green Fund

The UArizona Green Fund is a unique approach to campus sustainability initiatives that allocates \$400,000 of tuition revenues each year to support projects that make the university a more environmentally-engaged place to live, work, and learn. The survey included questions about student priorities related to sustainability services, programs, and initiatives.

### Survey Methods

The online survey was administered in November 2019 to currently enrolled, main campus UArizona students (see full survey text in **Appendix A**). Students received an email inviting them to participate in the survey with the option of entering a drawing for a \$50 gift certificate upon completion. A total of 4,961 students participated in the survey resulting in a 12.9% response rate.

Table 1 reports demographic characteristics of the survey respondents compared to the Fall 2019 student population. Some groups were underrepresented in survey responses (e.g., by gender and class) so results in this report were weighted to account for non-response bias and generalize results to the UArizona population<sup>1</sup>.

**Notes:**

\*Population is enrolled UArizona main campus undergraduate, graduate, and professional students as of survey distribution date.

\*\*IPEDS data used for demographic comparisons. Gender is measured as female, male, or write-in option.

\*\*\*Column percentages for each demographic may not sum to 100% due to rounding.

**Table 1. Demographic Statistics of Survey Respondents and Fall 2019 Student Population\***

		Survey Respondents (N=4,961)	Fall 2019 Population (N=38,490)
<b>Gender**</b>	Women	66%	53%
	Men	34%	47%
	Unknown/Other	<1%	<1%
<b>Race/ Ethnicity</b>	African American/Black	3%	3%
	Asian American/ Pacific Islander	6%	6%
	Hispanic/Latino	25%	24%
	Multiracial	5%	5%
	Native American/ American Indian	1%	1%
	White	47%	49%
	Unknown/Other	3%	2%
	<b>Class</b>	Undergraduate	75%
	Graduate/professional	25%	18%
<b>Current Residence</b>	Living at home with family	12%	
	Residence hall	23%	
	Fraternity/sorority housing	2%	
	Off-campus housing	62%	
	No stable residence	<1%	

<sup>1</sup> Chang, Ted and Phillip S. Kott. 2008. "Using Calibration Weighting to Adjust for Nonresponse Under Plausible Model." *Biometrika* 95(3):555-571

## RESULTS

### Student Services Fee Initiatives

UArizona students were asked to rate 25 potential funding initiatives to gauge their level of support for each initiative (Appendix A). Students were asked to indicate their level of support for priority funding on a five-point scale of “strongly agree” to “strongly disagree.” Student support was calculated based on the percentage of respondents who indicated “strongly agree” or “agree.”

Eight SSF initiatives were supported by more than three-quarters of respondents (75% or more)<sup>2</sup> and are listed below in rank order by percentage.

- 1) Academic support services that teach the skills needed to be a successful student (*e.g., tutoring, supplemental instruction, and educational planning*) [85%]
- 2) On-campus job opportunities for undergraduate and graduate students [85%]
- 3) Career preparation opportunities (*e.g., resume review, resources for job listings, career fair, interviewing opportunities on campus*) [84%]
- 4) Access to information on scholarships and financial aid opportunities [83%]
- 5) Career counseling within specific academic areas [81%]
- 6) Career-based experiential learning and leadership opportunities [80%]
- 7) Health and wellness programs and initiatives (*e.g., healthy eating initiatives, alcohol awareness initiatives, sexual education programming*) [76%]
- 8) Campus safety/security enhancements (*e.g., safety program enhancements, increased security on campus, additional security at campus events*) [76%]

About two-thirds (65-74%) of all students indicated support for six initiatives. Ten initiatives received support from approximately half (45-64%) of the respondents. One initiative received support from slightly more than one-third (36%) of the respondents.

Figure 1 on the following page shows this breakdown by categories and reports the percentage of students that supported each initiative.

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<sup>2</sup> Although the overall response rate was 12.9% (N=4,961), some questions were not answered by all students. The percentages reflect the valid responses for each category, calibrated by gender and class.

**Figure 1. Student Support of SSF Initiatives\***

**Three-quarters of students support:**

- Academic support services that teach the skills needed to be a successful student [85%]
- On-campus job opportunities for undergraduate and graduate students [85%]
- Career preparation opportunities [84%]
- Access to information on scholarships and financial aid opportunities [83%]
- Career counseling within specific academic areas [81%]
- Career-based experiential learning and leadership opportunities [80%]
- Health and wellness programs and initiatives [76%]
- Campus safety/security enhancements [76%]

**Two-thirds of students support:**

- Free legal advice to students [74%]
- Mentoring programs [74%]
- Sustainability projects and initiatives [72%]
- Student retention and success programs to transition students to university life, improve academic standing, and develop new skills [70%]
- Funding for graduate student academic travel, presentations, and professional development [67%]
- Leadership training for student workers who have jobs providing direct services to fellow students [65%]

**Half of students support:**

- Supporting specific campus populations [64%]
- Access to alumni for career advice and mentoring [62%]
- Online learning tools and options [60%]
- Personal leadership development opportunities and programs [60%]
- Orientation and support programming for transfer students and readmitted students [58%]
- Childcare initiatives and programs [55%]
- Outside of the classroom faculty-student interaction [54%]
- Opportunities to engage in fine arts activities outside of the classroom [51%]
- Student-run news and media organizations [49%]
- Social justice programs [45%]

**One-third of students support:**

- Expanding film and speaker options in the Gallagher Theater [36%]

\*Support is defined as the percentage of students who indicated they "strongly agree" or "agree" with a particular funding initiative.

## Student Services Fee Follow-up Findings

Follow-up questions about two funding initiatives were asked to gather more specific information on (1) support for specific campus populations and (2) the expansion of fine arts opportunities outside of the classroom.

### Support for Specific Campus Populations

Respondents who “strongly agreed” or “agreed” that funding priority should be given to supporting specific campus populations (N=3,253) were asked to rate the prioritization of nine groups on a five-point scale from “not a priority” to “essential.” Out of those who were asked the follow-up question, 85% responded with specific priority level ranking reported in Table 2.

**Table 2. Specific Campus Population Follow-Up**

What do you feel is the priority level for funding the following special campus populations?	Percent indicating:*				
	N=2,762				
	Essential	High priority	Medium priority	Low priority	Not a priority
Lower income students	53%	32%	12%	2%	1%
Students with disabilities	50%	37%	12%	1%	<1%
Students of color	42%	33%	21%	2%	1%
LGBTQ	34%	32%	27%	4%	3%
Women	31%	33%	30%	4%	2%
Veterans	25%	38%	30%	6%	2%
Non-traditional students (age 25 and over)	18%	25%	41%	14%	2%
Commuter students	17%	21%	41%	17%	4%
Transfer students	17%	27%	41%	13%	2%

\*Row percentages might not sum to 100% due to rounding

### Expansion of Fine Arts Opportunities

Respondents who “strongly agreed” or “agreed” (N=2,256) that funding priority should be given for opportunities to engage in fine arts activities outside of the classroom were asked a follow-up question. Question results are displayed in Table 3.

**Table 3. Fine Arts Opportunities Follow-Up**

Which types of fine arts activities should be given funding priority? (Check all that apply)	Number responding	Percent
Photography	1,490	66%
Drawing/painting	1,402	62%
Discussions with artists	1,001	44%
Ceramics	969	43%
Sculpture	965	43%
Printmaking	825	37%
Collage	568	25%

\*Percent is calculated based on the total of 7,220 selections made by the 2,256 respondents solicited. Each respondent was asked to mark all activities they felt should receive funding priority.

### Open-Ended Response

Lastly, an open-ended question was included on the survey to capture any programs or services that students did not see on the survey but felt should be given SSF funding priority in the future. Narrative responses were categorized by theme and are summarized in **Appendix B**.

### Differences between Groups

Student support of the 25 potential funding initiatives was examined by academic class level and race/ethnicity<sup>3</sup>. For these analyses, class level comparisons examined differences between undergraduate and graduate/professional students (See Figure 2) while race/ethnicity comparisons examined differences between underrepresented minority students and white students (See Figure 3).

**Figure 2. Support of Funding Initiatives by Academic Class\***

Top 10 Initiatives for Undergraduate Students:	Top 10 Initiatives for Graduate/Professional Students:
1. Academic support services [87%]	1. Funding for graduate student academic travel, presentations, and professional development [88%]
2. On-campus job opportunities [86%]	2. Career preparation opportunities [82%]
3. Career preparation opportunities [85%]	3. On-campus job opportunities [79%]
4. Access to scholarships and financial aid information [84%]	4. Access to scholarships and financial aid information [79%]
5. Career counseling within specific academic areas [84%]	5. Academic support services [79%]
6. Career-based experiential learning and leadership [81%]	6. Career-based experiential learning and leadership [73%]
7. Campus safety/security [79%]	7. Health and wellness programs/initiatives [73%]
8. Health and wellness programs/initiatives [77%]	8. Free legal advice to students [72%]
9. Mentoring programs [75%]	9. Career counseling within specific academic areas [71%]
10. Free legal advice to students [74%]	10. Sustainability projects/initiatives [70%]

\*Support is defined as the percentage of students who indicated they “strongly agree” or “agree” with a funding initiative Undergraduate (N=3,710) Graduate (N=1,251).

<sup>3</sup>These group comparisons were made to be consistent with prior year reporting strategies.

**Figure 3. Support of Funding Initiatives by Race/Ethnicity\***

<b>Top 10 Initiatives for Underrepresented Race/Ethnicity Students:</b>	<b>Top 10 Initiatives for White Students:</b>
<ol style="list-style-type: none"> <li>1. On campus jobs opportunities [86%]</li> <li>2. Academic support services [86%]</li> <li>3. Career preparation [85%]</li> <li>4. Access to scholarships and financial aid information [84%]</li> <li>5. Career counseling within specific academic areas [82%]</li> <li>6. Career-based experiential learning and leadership opportunities [81%]</li> <li>7. Health and wellness programs/initiatives [77%]</li> <li>8. Free legal advice to students [77%]</li> <li>9. Campus safety/security [77%]</li> <li>10. Mentoring programs [76%]</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic support services [85%]</li> <li>2. On campus jobs opportunities [83%]</li> <li>3. Career preparation [83%]</li> <li>4. Access to scholarships and financial aid information [82%]</li> <li>5. Career counseling within specific academic areas [81%]</li> <li>6. Career-based experiential learning and leadership opportunities [78%]</li> <li>7. Campus safety/security [75%]</li> <li>8. Health and wellness programs/initiatives [75%]</li> <li>9. Sustainability projects and initiatives [72%]</li> <li>10. Mentoring programs [72%]</li> </ol>

\*Support is defined as the percentage of students who indicated they “strongly agree” or “agree” with a funding initiative.

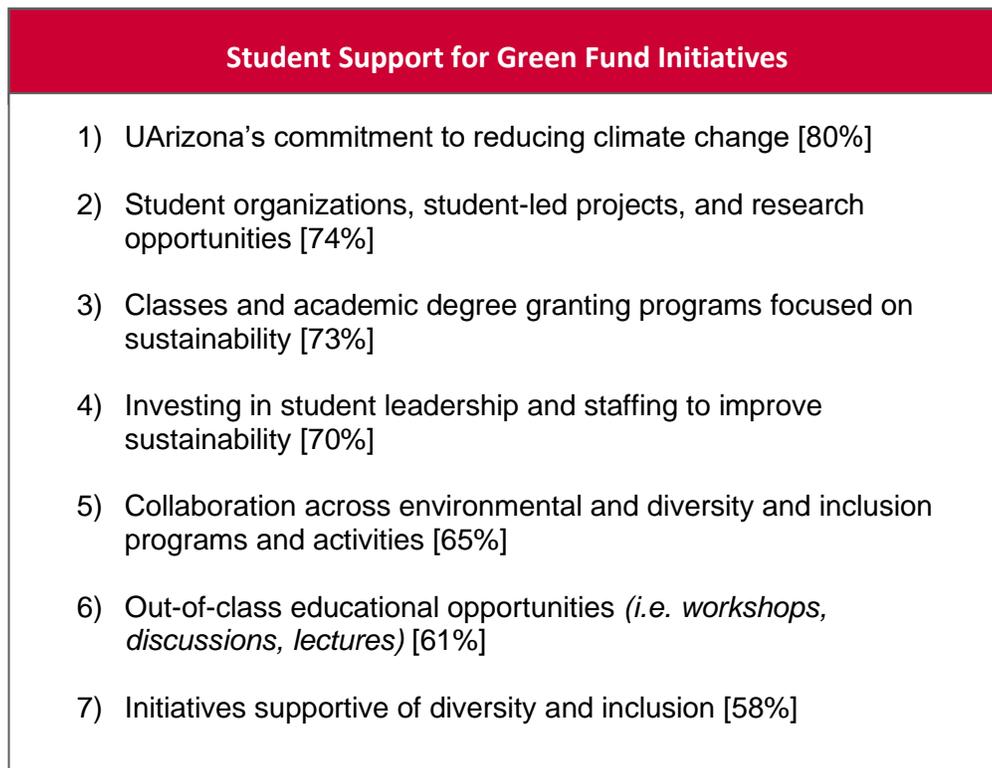
\*\*Underrepresented minority students (N=2,643) includes race/ethnicities: African American or Black, Asian American or Asian, Hispanic or Latino, Native American or American Indian, Multiracial, Pacific Islander, Other/Unknown; White Students (N=2,318).

## RESULTS

### Support for UArizona Green Fund Initiatives

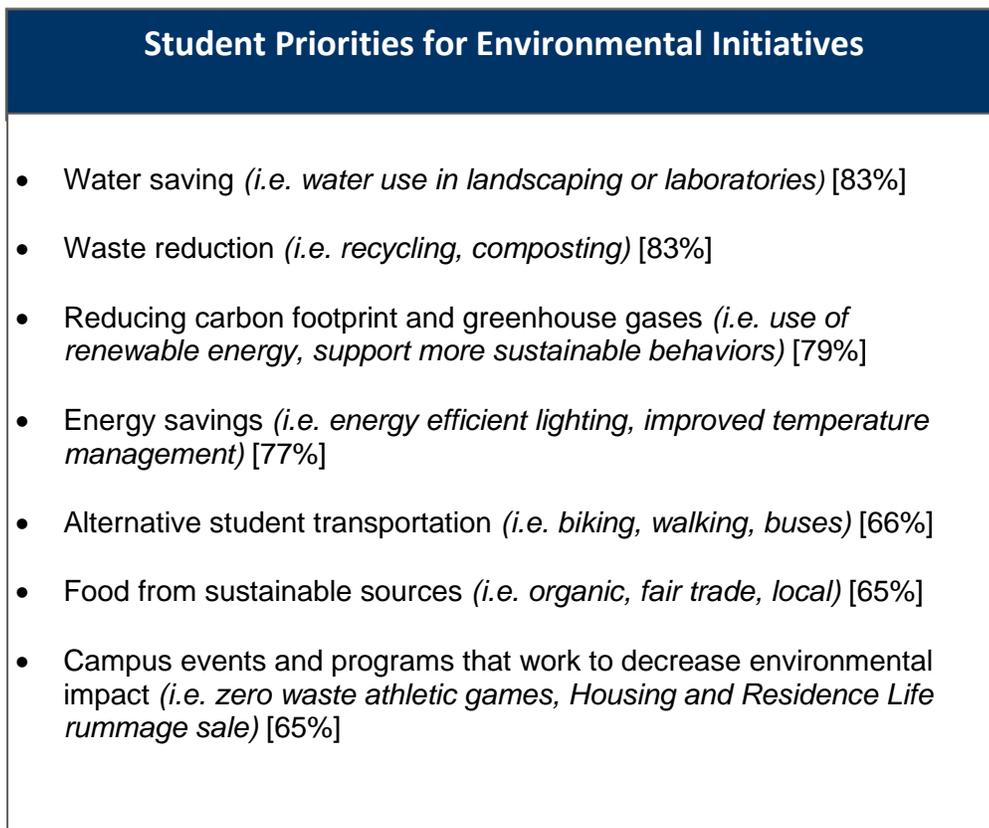
With a focus on sustainability initiatives, the UArizona Green Fund allocates \$400,000 of tuition revenues each year to support projects that make the University of Arizona a more environmentally-engaged place to live, work, and learn. Students were first asked to rate seven potential sustainability funding initiatives to gauge their level of support using a five-point scale of “strongly agree” to “strongly disagree.” Support is defined and reported as the percentage of students who indicated they “strongly agree” or “agree” with each initiative as a funding priority.

**Figure 4. Support of UArizona Green Fund Initiatives**



The next series of questions focused on campus environmental sustainability initiatives and asked students to rate their priority levels for seven environmental initiatives using a five-point scale of “essential” to “not a priority.” Student prioritization of campus environmental initiatives is defined as the percentage of respondents indicating “essential” or “high priority” for each category.

**Figure 5. Student Priorities for Environmental Initiatives**



**Open-Ended Response**

Lastly, an open-ended question was included on the survey asking students to propose an important but overlooked UArizona project or initiative that would support sustainability on campus. The narrative responses were thematically coded and are summarized in **Appendix C**.

### Comparisons between Groups

Student support of the seven potential funding sustainability initiatives (Figure 4) was further examined based on the demographics of academic class level and race/ethnicity. The top three Green Fund initiatives were the same across academic class and race/ethnicity. However, there were differences in the percentage of students supporting some initiatives. Differences of 3% or more between groups are shown in Figure 6.

**Figure 6. Support of Green Fund Initiatives by Class and Race/Ethnicity**

<b>Differences between Undergraduate and Graduate Students</b>
<ul style="list-style-type: none"><li>Investing in student leadership and staffing to improve sustainability [overall 70%] Undergraduate [70%] Graduate [66%]</li><li>Initiatives supportive of diversity and inclusion [overall 58%] Undergraduate [57%] Graduate [61%]</li></ul>
<b>Differences between Underrepresented Race/Ethnicity Students and White Students</b>
<ul style="list-style-type: none"><li>Classes and academic degree programs focused on sustainability [overall 73%] Underrepresented Race/Ethnicity [76%] White [71%]</li><li>Investing in student leadership and staffing to improve sustainability [overall 70%] Underrepresented Race/Ethnicity [71%] White [68%]</li><li>Collaboration across environmental and diversity/inclusion programs [overall 65%] Underrepresented Race/Ethnicity [69%] White [60%]</li><li>Out-of-class educational opportunities [overall 61%] Underrepresented Race/Ethnicity [64%] White [58%]</li><li>Initiatives supportive of diversity and inclusion [overall 58%] Underrepresented Race/Ethnicity [63%] White [52%]</li></ul>

\*Support is defined as the percentage of students who indicated they “strongly agree” or “agree” with a particular initiative.

\*\*Underrepresented minority students (N=2,122) includes race/ethnicities: African American or Black, Asian American or Asian, Hispanic or Latino, Native American or American Indian, Multiracial, Pacific Islander, Other/Unknown; White students (N=1,907).

\*\*\*Reported difference between groups is >3%

## Appendix A

### Student Services Fee

The Student Services Fee allocates approximately \$3 million each year to departments within the University of Arizona.

**Please indicate your level of agreement with the following: I believe Student Services Fee funding priority should be given to...**

**(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)**

*Note: Examples provided for the priorities listed below are NOT complete listings of all programs/services that could be funded*

1. Outside of the classroom faculty-student interaction programs (e.g. course-related activities such as film screenings, performances, meals with topical discussions)
2. Funding for graduate student academic travel, presentations, and professional development
3. Access to information on scholarships and financial aid opportunities
4. Orientation and support programming for transfer students and readmitted students
5. Academic support services (including tutoring, supplemental instruction, and educational planning) that teach the skills needed to be a successful student
6. Student retention and success programs to transition students to university life, improve academic standing, and develop new skills (i.e., leadership, connecting to campus)
7. Online learning tools and options (e.g., online tutoring, podcasts, apps)
8. Supporting specific campus populations (i.e., veterans, transfers, commuters, students with disabilities, women's initiatives, cultural centers, LGBTQ, non-traditional students)
9. Social justice programs (e.g., 3-day social justice retreats, heritage months, speaker series)
10. Personal leadership development opportunities and programs
11. Campus safety/security enhancements (e.g., safety program enhancements, increased security on campus, additional security at campus events).
12. Free legal advice to students
13. Health and wellness programs and initiatives (e.g., healthy eating initiatives, alcohol awareness initiatives, sexual education programming).
14. Providing childcare initiatives and programs (e.g., support of child-friendly events)
15. Expanding film and speaker options in the Student Union Memorial Center Gallagher Theater
16. Opportunities to engage in fine arts activities (e.g., dance, theater, art) outside of the classroom
17. Career counseling within specific academic areas
18. Mentoring programs
19. Career-based experiential learning and leadership opportunities
20. Career preparation opportunities (e.g., Resume review, resources for job listings, career fair, interviewing opportunities on campus)
21. Access to alumni for career advice and mentoring
22. On-campus job opportunities for undergraduate and graduate students
23. Leadership training for student workers who have jobs providing direct services to fellow students
24. Student-run news and media organizations (e.g., Daily Wildcat, Wildcat Online/Mobile, UATA Channel 3, KAMP Student Radio)
25. Projects and initiatives that support sustainability

**You indicated that you strongly agree or agree that funding priority should be given to supporting specific campus populations. What do you feel is the priority for funding the following special campus populations?**

- Commuter students
- Students of color (African American, Native American, Chicano/Hispanic, Asian American students)
- LGBTQ Students (Lesbian, Gay, Bisexual, Transgender, Questioning)
- Non-traditional students (Age 25 and older)
- Students with disabilities
- Transfer students
- Veteran students
- Women
- Low income students

Which types of fine arts activities should be given priority funding? (Check all that apply)

- Drawing/painting
- Ceramics
- Printmaking
- Photography
- Sculpture
- Collage
- Discussions with artists
- None of the above

Are there any programs or services that you have NOT seen on this survey that you feel Student Services Fee funding priority should be given to in the future?

Open textbox

## **UA Green Fund**

The UA Green Fund is a unique approach to campus sustainability initiatives that allocates \$400,000 of tuition revenues each year to support projects that make the UA a more environmentally-engaged place to live, work, and learn. The following questions are seeking to understand your priorities as they relate to sustainability services, programs, and initiatives.

**Please indicate your level of agreement with the following: I believe UA Green Fund priority should be given to:**

**(Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree)**

- UA's commitment to reducing climate change
- Classes and academic degree granting programs focused on sustainability
- Out-of-class educational opportunities (i.e. workshops, discussions, lectures)
- Student organizations, student-led projects, and research opportunities
- Initiatives supportive of inclusion and social justice
- Collaboration across environmental and social justice programs and activities
- Investing in student leadership and staffing to improve sustainability

**The next section is looking to understand your priorities for campus environmental sustainability initiatives.**

**(Essential, High Priority, Medium Priority, Low Priority, Not a Priority)**

- Energy savings (i.e. energy efficient lighting, improved temperature management, etc)
- Water saving (i.e. water use in landscaping or laboratories, etc)
- Waste reduction (i.e. recycling, composting, etc)
- Food from sustainable sources (i.e. organic, fair trade, local, etc)
- Alternative student transportation (i.e. biking, walking, buses, etc)
- Reducing carbon footprint and greenhouse gases (i.e. Use of renewable energy, support more sustainable behaviors, etc)
- Campus events and programs that work to decrease environmental impact (i.e. zero waste athletic games, Housing and Residence Life rummage sale, etc)

If you could propose an important UA project or initiative that supports sustainability on campus, what would it be?

- Open textbox

**With which race/ethnicity do you identify?**

- African American or Black
- Asian American or Asian
- Hispanic or Latino
- Native American or American Indian
- Middle Eastern
- Multiracial
- Pacific Islander
- White
- An identity not listed, please specify \_\_\_\_\_
- Prefer not to respond

**What is your class academic standing?**

- Freshman
- Sophomore
- Junior
- Senior
- Graduate/professional student
- Continuing education student

**Which best describes where you currently live?**

- Fraternity/sorority housing
- Off-campus housing (within 5 miles of campus)
- Off-campus housing (farther 5 miles of campus)
- Residence hall
- Living at home with family
- No stable residence

**Thank you for completing the Student Services Fee and UA Green Fund Survey. If you would like to be entered into a drawing for a chance to win one of five \$50 gift certificates to the UA Student Union Memorial Center, please provide the following information (Optional):**

Name:

E-mail address:

## Appendix B

### Open-Ended Responses – Student Services Fee

An open-ended question was included on the survey to capture any programs or services that students did not see on the survey but felt should be given SSF funding priority in the future. A total of 537 student respondents (11%) provided feedback, some offering more than one insight on funding priorities. These suggestions (N=585) were thematically coded.

Programs/services not seen on the survey that should be given funding priority	Number of insights	Percent of total
<b>Student Services</b>	<b>255</b>	<b>44%</b>
<i>Social or Cultural Clubs/Awareness</i>		
<i>Mental Health</i>		
<i>Physical Health</i>		
<i>Campus Pantry/ Low-Income Support</i>		
<i>Tutoring/Mentoring</i>		
<i>Child Care Support</i>		
<i>International, Non-Traditional, DACA</i>		
<i>Graduate Student Support</i>		
<b>Scholarships &amp; Financial Aid</b>	<b>71</b>	<b>12%</b>
<i>Support for Needy Students</i>		
<b>Concerns</b>	<b>63</b>	<b>11%</b>
<i>Financial</i>		
<i>Sustainability</i>		
<b>Campus Facilities</b>	<b>51</b>	<b>9%</b>
<b>Academics</b>	<b>50</b>	<b>9%</b>
<b>Professional Development</b>	<b>34</b>	<b>6%</b>
<b>Transportation</b>	<b>29</b>	<b>5%</b>
<i>Parking</i>		
<b>Experience Outside of Campus</b>	<b>13</b>	<b>2%</b>
<b>Technology</b>	<b>11</b>	<b>2%</b>
<b>Arts &amp; Entertainment</b>	<b>8</b>	<b>1%</b>

### Examples of Open-Ended Responses Categorized by Theme

<b>Arts &amp; Entertainment</b>	Campus speakers, film, student-led media, music, fine arts, publicizing events
<b>Academics</b>	Better laboratories, STEM disciplines, fine arts, research opportunities, architecture, music program, advising, library, textbooks and course supplies, smaller class sizes
<b>Campus Facilities</b>	Building renovations, safety lighting, more shaded areas, more study space, improved disability accessibility, composting/recycling access, improved bike paths sidewalks
<b>Concerns</b>	Sustainability, reducing or eliminating fees, transparency in fee allocation process, fee allocation to benefit majority of students, safety, health/affordable food
<b>Experiences Outside of Campus</b>	Community engagement, travel opportunities, study abroad, experiential learning
<b>Professional Development</b>	Career counseling and hands-on experiences, support for conference presentations and preparation, networking, access to alumni mentorship,
<b>Scholarships &amp; Financial Aid</b>	Increased scholarships, subsidies for physical and mental health services, financial support for first generation students and low-income students, increased financial aid awareness, financial aid and loan counseling, additional assistantships for graduate students, more on-campus jobs, conference fees
<b>Student Services</b>	Student tutoring, mental health services, campus food pantry, support services for non-traditional students, student organizations and clubs, campus recreation, international students, day care center for students with children, band, ROTC and veteran student programs, sustainability programs, Saferide, outdoor activities, writing workshops, volunteering, violence prevention programs, additional support for online students
<b>Technology</b>	Software, gaming initiatives, computer lounges, better printing services, better Wi-Fi
<b>Transportation</b>	Affordable parking, better bicycle services, pollution/sustainability initiatives, transportation services outside campus, improved CatTran routes, bike security

## Appendix C

### Open-Ended Responses – Green Fund

An open-ended question was included on the survey asking students to propose an important but overlooked UArizona project or initiative that would support sustainability on campus. A total of 1,064 student respondents (21%) provided feedback, some offering more than one insight. These suggestions (N=1,156) were thematically coded.

<b>Project or initiative that would support sustainability</b>	<b>Number of insights</b>	<b>Percent of total</b>
<b>Waste Reduction/Recycling</b>	<b>460</b>	<b>40%</b>
<i>Contests or Incentives</i>		
<i>Food Waste/Composting</i>		
<i>Eliminate Paper or Plastics</i>		
<i>Zero Waste Games/Athletics</i>		
<i>Resale/Yard Sale</i>		
<b>Conservation</b>	<b>278</b>	<b>24%</b>
<i>Contests or Incentives</i>		
<i>Water</i>		
<i>Energy</i>		
<i>CO2 Reduction</i>		
<b>Facilities</b>	<b>103</b>	<b>9%</b>
<i>Water Harvesting/Catchment</i>		
<i>Reusable Bottle Fill Stations</i>		
<b>Green Energy</b>	<b>96</b>	<b>9%</b>
<i>Solar or Wind</i>		
<b>Events</b>	<b>78</b>	<b>7%</b>
<b>Clubs, Committees or Classes</b>	<b>73</b>	<b>6%</b>
<b>Financial</b>	<b>12</b>	<b>1%</b>

### Examples of Open-Ended Responses Categorized by Theme

<b>Waste Reduction/ Recycling</b>	Trash, recycling, zero waste, zero waste games/athletics, dorm contests, department contests, rewards/incentives for recycling, rewards/incentive for reusable cups or containers, resale/yard sale <ul style="list-style-type: none"> <li>• Reducing food waste: [food donation, composting]</li> <li>• Reducing single use paper or plastics: [limit: food packaging, paper, bags, lab materials, incentivize reusables, offer place to wash reusable food containers]</li> <li>• Recycle/compost [better bin access/labels and education on use]</li> </ul>
<b>Green Energy</b>	Enhance use of solar, wind, reduce carbon footprint
<b>Conservation</b>	<ul style="list-style-type: none"> <li>• Water [reduce use, rainwater harvesting, greywater use, xeriscape on mall, remove grass, fix irrigation, water at night]</li> <li>• CO2 reduction [ride share, bike, reduce cars, alternative or public transportation, discounts for carpool/rideshare, more vegan/vegetarian meal options]</li> <li>• Energy [reduce A/C, energy audit, LED lights, use motion sensors]</li> <li>• Contests or incentives for the most saved etc.</li> </ul>
<b>Green Spaces</b>	Food gardens, plant more trees, increase shade
<b>Events</b>	Speakers, festivals, workshops, booths, education topics, farmers markets
<b>Facilities</b>	Water filling stations, maintenance, water harvesting/catchment, retrofit old buildings [fixtures, toilets, energy efficiency], sustainable new construction, model after ENR2
<b>Financial</b>	Institutional divesting from fossil fuel, fund sustainability research, reduce/eliminate Green Fee
<b>Clubs, Committees or Classes</b>	Fund clubs on sustainability, mandated sustainability course for all students, fund global policy advocacy, collaborate with experts, involve Greek life in recycling