



Mapping Our "What"

Jan 17 - Energy

Jan 24 - Water

Jan 31 - Transportation

Feb 7 - Materials & Waste

Feb 14 - Economic

Opportunity

Feb 21 - Housing

Feb 28 - Health & Wellness

Process Goals:

- Cultivate a shared sense of direction for each indicator with a 3-5 year lens.
- Identify a **what** for each

Experiential Goal:

Imbue participants with a shared sense of ownership for directing the work.



In 3 years, with regard to **WATER** use on campus, we agree to

- Increase square footage of native landscaping by considering it in future projects
- Teach students multiple perspectives on water via core curriculum, ex: Nisidotaading
 - Increase education/outreach for the campus community regarding water
(all types: surface, groundwater...)
- Value and respect Indigenous perspectives of water
- Ensure Comprehensive Facilities Plan addresses impacts to river and ground water
- Find a way to shift from bottled water
(Reverse Osmosis Systems, behavior change)
- Identify alternative to salt for maintaining icy walks
- Continue to work with organizations to advance water quality and consumption goals (and create new goals)
- Lift up BSU's connections with water
(marketing, programs, location, etc)





The CURRENT REALITY for this work

Strengths

- engaged groundscrew
- lots of students that care
- our location on the Lake, a regional draw; pride in water we have; interest and enjoyment for protecting the water
- local Indigenous perspective
- water is sacred is established in given campus communities
- ecology is right here to study; unique academic programs (fisheries, aquatics, wildlife soc); awesome faculty research
- bottle filling stations
- infrastructure in place: low flow showers, toilets, aerated faucets
- several great examples of native landscaping
- a foundation of water stewardship (courses, etc.)
- irrigation off of well water
- reusing boiler water

Weaknesses

- location has big impact; desire to use could become abusing the water; water use practices
- educated campus/ community
- \$\$
- patience
- not enough voices at the table
- hesitancy
- salt/sand
- trust in results
- sustainability seen as done by only a few people on campus; need more people on board; people power for implementation
- competing with the aesthetics of turf grass
- existing reservations about tap/filtered water quality
- do we even know what microplastics+ are doing?
- water is commodified
- habits: short term vs. long term thinking; time and convenience—> ex: salt; knowledge doesn't always translate to action
- where are we with MNState's 15% reduction goal?

Opportunities

- connections with Tribes; Indigenous partners
- partners:
 - SWCD has \$\$ for downspout gardens
 - City of Bemidji; City council members championing walkability
 - Ducks Unlimited, health of the wetlands partners
 - MRCTI: cities reducing waste in waterways, can BSU participate?
 - Hill's & Nature's Edge--> native plants
- restructuring might bring more interdisciplinary thinking to campus
- Birds, Bees, Butterflies, Bemidji
- grants & \$\$ for filtration and management; utility rebate/grants
- run-off infiltration system
- reduce square footage, right sizing

Consequences of our Success

- will the public see our native landscaping as out of control? unsightly?
- different types of maintenance and practices relationships
- constant communication effort needed
- will reduction of plastic water bottles yield increase of other contained beverages? sugary?
- would tourism be limited on waterways?
- more wildlife?
- unexpected/unpredictable population change
- potential group conflict; clash of opinions (access the lake, see the lake, park on lake)
- additional cost