

PADM 282-801, Comparative Management and Policy Analysis in a Global Context “Building Sustainable Communities—Knowledge Replaces Ignorance”

**Department of Public Administration
College of Business & Public Administration
Drake University
Des Moines, Iowa 50311**

INTERNATIONAL AWARD WINNING COURSE

This course was the recipient of the Silver Award for Environmental Best Practice from the Green Foundation, presented in British Houses of Parliament, November 28, 2005. Drake University received the trophy for this course and the theme of the course was Green Urbanism.



OFFERED: Spring Semester, 2012: Wednesday, 6:00-8:50 P.M., Room 112, Aliber Hall, January 16, 2012-May 22, 2012.

INSTRUCTORS: C. Kenneth Meyer, Ph.D. at Kenneth.meyer@drake.edu. This year the course is receiving the assistance of Jeffrey Geerts, a graduate of the MPA degree program and adjunct professor in the College of Business and Public Administration. He brings many years of professional experience in the fields of economic development and natural resources administration to the course and has helped designed the course this year. Jeffrey has worked to make this course successful since its inception and has joined us in the study abroad portion on three different occasions. On ten earlier occasions he helped plan and deliver the study abroad course. He has worked tirelessly on this course since May, 1998.

I must also mention with great appreciation the support which this course is receiving again this year from professors Allen Zagoren, Lance Noe, and Richard Strong of the Department of Public Administration and the assistance we are receiving from our dedicated Community Resource Specialists (CRS): Ann Anhalt, Carlyn Crowe, Gail Zagoren, Jennifer Hart and Cate Newberg. These individuals have been long time supporters of the MPA degree program at Drake University have participated in the course over the years by freely providing their knowledge, talents and knowledge on a variety of public policy issues.

Especially important this year is the contribution that Cate and Jennifer will make to the design of this course, especially the integration of substantive learning (formal, in-class) with experiential knowledge. Cate and Jennifer both hold MPA degrees and have significant professional, administrative and policy positions in their parent organizations and have participated in the SMART course over the years and travelled abroad with the Drake groups. Historically, they have been key organizers and writers of the "Debriefing Portfolio"—a collection of experiences associated with the entire course. Early on in the course, they will present their ideas and solicit volunteers to take on areas of comparative interests (transportation, city design, energy, land use, etc) and, therefore, be better prepared to make a meaningful comparative contributions to our final debriefing and Course Portfolio.

A salient feature of the new design for involving all course participants (those enrolled for credit and those who are guests) is to enable learning to be consistent with having a reflective, shared, collaborative, interactive and self-directed orientation. This new dimension to the course is important so that we gain a robust understanding of sustainability coupled with an examination of our own experiential backgrounds and understandings. It is important to keep in mind how the course material and rich travel experiences, along with the many domestic and international presentations, shape our individual understanding of the multifaceted dimensions associated with sustainability.

Last, for the past eight years, Ann Anhalt has assisted in this course by doing many tasks that are essential to its success. She held wine tasting parties at her home and proceeds were donated to children initiatives and programs domestically and internationally; she hosted parties during the spring and summer months for class participants and made everyone feel welcome. She managed the website for the class and made sure that we had access to Facebook, Twitter, etc.; she helped students get oriented to the class and was a source of constant support and encouragement for everyone. Ann took a one year "leave-of-absence" this year. And, we all will welcome her back as an active community resource specialist next year. Her support of the MPA program and Drake University has been a protracted one that has brought added credibility and integrity to an innovative international program, and for that we will always be grateful.

OFFICE: Room 306 Aliber Hall

OFFICE HOURS: 4:30 -5:30 P.M., T/W/ and by appointment only.
Telephone: (515) 271-4128

BRIEF COURSE DESCRIPTION:

Comparative Management and Policy Analysis in A Global Context (*Building Sustainable Communities—Knowledge Replaces Ignorance*) is a graduate level course that compares state of the art public programs and activities in America with those in six countries in Europe: England, the Netherlands, Belgium, Germany, France and Spain. The organizing theme of the course is: Smart Differences: Boundary Testing, and our mission is to better understand innovative environmental and ecological programs in the United States and selected programs in European countries. The course will entail travel for sixteen days in Europe and consist of briefings by premier organizations in these countries during the trip.

An explanation of basic bureaucratic theory augmented by the literature of reinvention, reengineering and entrepreneurialism will be provided. When appropriate, a comparative analysis of European governments will be emphasized. An additional focus is placed on appreciating the political complexity of shared governance in public policy and on management strategies.

The course will carry three semester hours of graduate credit and the study abroad component will be between March 16 and April 1, 2012. As a reminder, the spring recess is scheduled for **March 16-20, 2012**. Enrollment is only by permission of instructor.

As we begin to put our ideas and suggestions into writing and identify those who will be participating and what our course content will look like, the prospects of having yet another successful European study abroad experience is quite exciting. I hope you are beginning to feel the same sort of anticipation and the wonderful prospect for learning that is beginning to take shape in those who have enrolled in the course. **Remember! This course will fundamentally change you and your outlook on the world for life!**

SELECTED GOALS

1. To identify different types of organization structures and their corresponding strengths and weaknesses as they pertain to the topic of the Designing the Sustainable City Movement.
2. To assess the differences between Weberian, Street-level, and "reinvented" bureaucracy in dealing with the sundry innovative programs in the general area of healthy living and sustainable environments
3. To have a working knowledge of selected public policy processes and the role that bureaucrats play in its formation, implementation, and evaluation of that policy.
4. To apply the principles of entrepreneurial management and relate them to the transformation of public and not-for-profit organizations, especially as they pertain to the selected topics of sustainable and healthy communities.
5. To implement an organization assessment and evaluate the key dimensions of those programs that the course selects to examine, both domestically and internationally.
6. To effectively evaluate the usefulness of available internal and external resources in managing selected innovative award winning programs in the targeted area of the course.
7. To develop a better understanding of how to effectively manage organizations during a time of turbulence and major change in thinking about and designing healthy cities and myriad projects and programs associated with this movement.
8. To expose students to contemporary theories that affects the design and overall effectiveness of environmental and economic initiatives that emphasize the notion of building healthy and sustainable organizations, environments, and economies.

UNDERLYING COURSE PHILOSOPHY:

This course is a pathfinder in that it brings an international and study abroad dimension to our study of public policy and public management. As such, it is predicated on the thesis that government can be

transformed from a traditional, monopolistic, bureaucratic, and intensely accountability and budget driven model to one that is performance based, entrepreneurial, competitive using market principles, delayed, de-bureaucratized, and customer and results driven. Indeed, as we have taught at Drake University over many years, it is not the whether government is large or small that really counts. Rather it is whether government works—that it meets the interests and needs of the people and does so efficiently, effectively and fairly. The notion of governmental transformation is accompanied by the need for faculty and students of public policy and management to be aware of what it means to be a global citizen in a global society, within a global village and world community. The need to identify, understand, appreciate and use cultural and inter-cultural differences is well documented, especially as it relates to the entrepreneurial organization and to decision making adequacy in a society as heterogeneous and diverse as our own. Of course it is a truism that we need to be more aware of different values, cultures, thinking, social norms, economic and political philosophies and their accompanying systems, languages, cultures, traditions and customs. By structuring the course to invite comparative analysis between how some of the most innovative and creative programs in America operate with those that are taunted as the best in England, The Netherlands, Belgium, Germany, France and Spain, the learners should begin to understand if their own jingoistic and ethnocentric notions dissipate.

Once we understand the different values held by people, we can better understand what works and what doesn't, and perhaps begin to answer the "why" questions of management and policy analysis. In the final analysis, international education coupled with a study-abroad experience, should lead to the development of civic enhancement and increased inter-cultural awareness, which in turn will facilitate our ability to interact and lead in a world community. Also, the study-abroad model by providing access to different cultures and ways of doing things will indirectly diversify our own views on what is largely a homogeneous campus.

Sustainability: Goals, Prospects, Dilemmas

If cities serve as mirrors of our economic and consumption patterns, will the current urban infrastructures sustain future generations or are we on the path leading to ecological and economic disaster? Large amounts of materials, water, food, energy, and land are consumed in the support of cities. The growth of cities in the United States has resulted in a loss of habitat, destruction of prime farmland, and forests and has resulted in high economic and infrastructure cost. The cities are generating large amounts of global warming gases, and our automobile dependency increasingly makes our cities not only unsustainable, but cold in character.

Inescapably, this course will have an environmental policy and management orientation. It is reasonable to believe that no matter what specific organizational role we serve, regardless of economic sector, the opportunity exists to make a positive change on our organization's and community's environment. Although the overriding topic is the environment, there are many attendant facets that will be covered in panel sessions that are directly applicable to our responsibilities and interests as administrators, policy makers, and citizens. Several facets of sustainability that we hope to explore will deal with land use, creative housing, transit, green (organic) cities, renewable energy, building design, renewable energy and economic sustainability

Throughout the world, most people now live in cities. Health and sustainable development (social, economic, and socio-demographic) issues are linked and inextricably so. Development is concerned with improving the quality of our lives and not compromising the lives of future generations in meeting their needs. The idea of nourishing and maintaining the carrying capacity of our planet's ecosystems is not a new idea. Yet, the rate at which we use calories in the United States, if carried over to the other 7 billion who share our space, the equivalent of six planet earths would be required. Increasingly, it is believed that we should leave the earth better than when we first inherited it (at least as good) for future generations and for the long term health and sustainability of the environment. The concepts of quality of life, equity between generations, and the social and ethical notions connected with human welfare for us and for all people deserves a fair hearing. Of course, all of these things are not accomplished in a political vacuum — indeed they requires that citizens participate in and control the decisions that affect their well-being, safety, food and water, economic status (employment and income), health, and dignity. All of these things ideally take place within an ecosystem that is stable and sustainable for generations to come.

INSTRUCTOR BIOGRAPHICAL PROFILE

Dr. C. Kenneth Meyer, BA, MA, MAPA, Ph.D., is Thomas F. Sheehan Distinguished Professor of Public Administration, Department of Public Administration, Drake University, Des Moines, Iowa. Previously, he held teaching, research, and administration positions at The University of Oklahoma, Winona State University, State University of New York, and the University of South Dakota. His research covers the areas of violence and the police, social indicator and quality of life measurement and evaluation, voting behavior, human resource management, and public and private management--areas in which he has over 300 publications. In addition, he has done extensive consulting in the areas of public policy analysis and administrative organization and development at the state and regional levels of government. He previously served on the Executive Council of the National Association of Schools of Public Affairs and Administration (NASPAA), and presently serves on a number of national committees with the American Society for Public Administration.

His most recent publications include "Violence Against Authority: An Analysis of Violence at the Street Level", "Norms of Professional Behavior in Highly Specialized Organizations," "An Organizational Perspective on Training and Development in the Public Sector," "Situational Effects in Police Officer Assaults: The Case of Patrol Unit Size," "Sports, Politics and Other Gold Rush Games: Why the Bad guys are Increasingly Winning," and "Violence at the Street Level: An Analysis of Police Officer Casualties and Fatalities," Practicing Public Management, and numerous cases studies that were co-authored with Professor Lance Noe, such as: "Aids in the Public Workplace," "Creating a "New" Olin County Metroplex," "The Loophole That Works 24-7 Without Benefit," "The Dress Dress Code," "Throwing the First e-stone," "Competition from Behind Bars," "The Healthcare Dilemma," "New Direction for the Department of Personnel," "Security and the Street Level Bureaucrat," "Bad Rules, Bad Employees or Is that a Motel 24 I see up There." "To Separate With or Without Voice is the Question or A Collision of Bureaucratic and Professional Norms," "Between a Rock and a Bolder," "Long Distance Management," "Goats, Guns and Gas."

In addition, he co-authored these cases: "Bureaucracy and Babyfication," "Chartering New Ground," "This land is Your Land," "Contagious Neighborhoods," "When the Funding Stops," "An Ethical Dilemma or a Matter of Judgment" and, "E-Government," "Jane's Jam," "Rules for Survival," "Paradise Lost for Some," "Saving Grace?" "Equal or Preferential Treatment?" "Leadership and Sustainability," "Is This Really Happening?" "All in the Family," "Freda is Sick Again," "Waiting for "Jim Crow," "Jimmy's 49 Questions: Team Interviewing," "Defining the Boundaries of Harassment," "When the Disease Hits Home," "Friendships on the Job," "Conflicting Values," "A Hard Pill to Swallow," "What is Right with Rights?" Long Distance Management," "When the Funding Stops," and "E-Government," "Jimmy's 49 Questions: Team Interviewing," "Jane's Jam," "Leadership and Sustainability," "What Color is Your Coded

Message,” “Rules for Survival,” “Employee Health Benefits,” “All in the Family,” “Eminent Domain,” “Meet Me at the Elysium,” “When the Disease Hits Home,” “The Many Faces of Discrimination,” “What Goes on Here, Doesn’t Stay Here,” “Check-out for the Old Library,” “When the Disease Hits Home,” “Saving Grace,” “No Welcome Wagon Here,” “A Question of Contamination,” “Retreat at lake Clearwater,” “Leadership and Sustainability,” *Bad Feng Shui*,” “All in the Family,” “Equal or Preferential Treatment,” “What Color is Your Coded Message,” “Rules for Survival,” “Eminent Domain or *Dominium Eminens*,” “Paradise Lost for Some,” and “Employee Health Benefits,” “Meeting the Press,” “Jimmy’s 54 Questions: Team Interviewing,” “Employee health Benefits,” “Coproduction for Marrsville?” “Going Bare,” “Conflicting Values,” “An Illegal Order,” “Jane’s Jam,” “Is This Really Happening?” “Leadership and Sustainability,” “When the Disease Hits Home,” “Straddling Both Sides of the Fence,” “Defining the Boundaries of Harassment,” “A Hard Pill to Swallow,” “Best Friends on the Job,” “Union Negotiation: Not a Science,” “It’s Simply Putting ‘Asses’ in Seats,” “Workplace Prank or Crime?” “Sustaining Ergonomics in the workplace,” “How High is the Water?” “Return of the Iron Horse,” “A Picture is Worth a Million Words,” “Uniform Policies for All,” “Managerial Succession,” “The Expectant Mother,” “Lingering 9-11 Concerns,” “Was her Privacy Violated?” “City Collective Bargaining,” “A Taxing Situation,” and “Dynamic Co-Creation: Building a Competitive Economy,” “Eupsychian Management,” “‘Grass’ by Any Other Name, and many other cases written in the area of decision making, leadership style, administration discretion and health law, union contract negotiation, and cutback management, sexual harassment, Gay/Lesbian Issues in the Workplace, to science fiction as a means of relating to current problems, to the contagion theory of crime and universal design in the field of architecture.

Also, he co-authored a number of cases with Jeff Geerts: “*Kaizen* Goes Public,” “The Political Process Gets Canned,” “Balancing Life and Work,” and, “Earmarked, Dedicated, and Violated.” Also, he presented with Jeff Geerts and R. Parsa, “An Empirical Examination of Medical Waste Policy, Regulations and Practices: The Case of Iowa, presented at the Tenth Annual Meeting of the American Society of Business and Behavioral Sciences, Las Vegas, Nevada, February 20-24, 2003, and Co-presented “Common Misinterpretations of the Outcomes of Statistical Significance Tests in Marketing and Public Administration Research, presented at the Tenth Annual Meeting of the American Society of Business and Behavioral Sciences, Las Vegas, Nevada, February 20-24, 2003; and “Global Management Learning: Studying Management and Public Policy Issues Abroad,” American Society of Business and Behavioral Sciences, 8th International Conference, Bankside House, London School of Economics, August 5, 2005; and “Innovations in Global Learning: Turning Dreams into Reality,” American Society of Business and Behavioral Sciences, 9th International Conference, Bankside House, London School of Economics, August 11-12, 2006; and “Global Leadership, Management and Policy: Learning Enrichment,” American Society of Business and Behavioral Sciences, 13th Annual Conference, Las Vegas, Nevada, February 23-26, 2006; “Management Across Boundaries: Building the Healthy Community of Tomorrow,” American Society of Business and Behavioral Sciences, 14th International Conference, Waikiki Beach Marriott Resort, June 28-29, 2007; “The Importance of Replication Research and Its Publication Frequency in Marketing and Public Administration,” presented at the 14th Annual Conference of ASBBS, Las Vegas, Nevada, February 22-25, 2007; “The Popularity of Statistical Significance Testing,” International Business and Economics Conference, October, 2009; “The Diffusion of Statistical Significance Testing in Economics,” presented at the 16th Annual Meeting of ASBBS, February 19-22, 2009, Las Vegas, Nevada; and “Reaction Against the Almost Universal Adoption of Null Hypothesis Statistical Testing (NHST) for Certifying Knowledge Claims,” 18th Annual Meeting of The American Society of Business and Behavioral Sciences, Las Vegas, Nevada, February, 2011; and “The Remarkable Persistence of Null Hypothesis Statistical Significance Testing in the Business and Behavioral Sciences,” 19th Annual Meeting of the American Society of Business and Behavioral Sciences, Las Vegas, Nevada, February, 2012 (forthcoming).

He also made numerous additional presentations at other national and international conferences held in Honolulu and London. During the Spring, 2002, his research was acknowledged with the *The Harry I Wolk Distinguished Research Award*.

His newest books are entitled Practicing Public Management (St. Martin’s Press); Ambush Attack Against Police Officers (Charles C. Thomas, Publisher); The Sources and Consequences of Violence in American Society, Charles C. Thomas, Publisher (2001), and Public Personnel Management, Harcourt Brace (2001); Managing America’s Organizations, Millennium HRM Press, Inc. (2006); and Managing Public Service Organizations, Millennium HRM Press, Inc. (2006), Organizational Change: Technology, Workforce, and Workplace

(2009), Conducting the People's Business (2010), Human Relations in Action (2010); Managing People as Assets: Issues, Dilemmas and Opportunities (2011); Advanced Cases in Public Management (forthcoming 2012); and Managing Cities and Towns (forthcoming, 2012).

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STUDENT INVOLVEMENT AND EXPECTATIONS

Several student-related obligations are assumed: (1) attend all seminar sessions, unless specific and individual approval to be absent is granted by the instructor; (2) complete all required readings; (3) complete all course-related assignments; (4) participate qualitatively in class discussions and other course related activities (simulations, exercises, etc.); (5) complete the final examination requirements; and (6) participate fully in all the course activities that are scheduled for the course participants in Europe.

NOTE: Some members of the class are bringing guests with them to Europe. **It is expected that those who will be accompanying us be active participants in the course and that they contribute in some way toward the attainment of course objectives.** In several instances, guests are from out of state and in those cases I will need to arrange a way that they can be more involved in our course planning and in establishing the itinerary for the study abroad experience. When we arrive in Europe, it is expected that those enrolled in the course and their guests, coupled with the community resource specialists, will attend all of the briefing sessions and the formal dining experiences that we have planned. These activities are designed to build camaraderie among all participants and enable us to bond more closely with one another, thereby enabling us all to contribute more effectively in creating a stimulating and dynamic learning environment. Also, the extent to which the community resource specialists' and guests' schedules permit, it is expected that all course participants attend the regularly scheduled course sessions beginning on January 16, 2012. Also, if you are taking another didactic course this semester at Drake University, it is necessary that you brief your other professor(s) about your participation in this course and the fact that you will miss one of the regularly scheduled class meetings. Generally, your professors will be supportive of your educational objectives, but on the chance that they are not, please contact me immediately.

STUDENT EVALUATION

A combination of factors is used in arriving at a final evaluation for class participants, such as: the quality of class and field-trip/study abroad participation, the performance on a team project(s), the adequacy of written work, and the final examination.

Grading Criteria:

Executive Summaries (N=5)	20 percent
Contributions to Group Project(s)	20 percent
Analysis of American/European Programs	20 percent
Class/Field-Trip/Study Abroad Participation	40 percent

Assignments:

Each class participant is required to submit **five (5) executive summaries of articles** dealing with any topic or issue pertaining to Sustainability, or other topic which is of basic substantive relevance to the course. The executive summaries will follow a designated format and the template will be provided on our Web site. Three of the executive summaries should be submitted to the instructor no later than February 16, 2012, and the remaining two summaries are due on [date to be determined]. If possible, each executive summary should be accompanied by a photocopy of the source article or material from which the information was drawn. Then, the article summation will be indexed and the executive summary will be given to all members of the class. The summaries should be photocopied on only one-side. It is **important to have a first draft of the first executive summary by February 9, 2012**. Time will be made available for the instructor to review a representative executive summary that you have prepared and determine if the designated format you have selected is in compliance with the model we have developed for the Portfolio. There will be more discussion on the role that the compendium of executive summaries will play for our course during our first day of class.

Since there are about twenty-five enrollments in this course, you should anticipate receiving these summaries on a timely basis and you should secure a three ring binder that will accommodate about 220 pages of material. Additional material will be received from the Portfolio Committee, Public Policy Sections, Overview of Host Cities, Overview of Host Countries, etc., and will be incorporated into a master index for the **Sustainability Portfolio**. The material included in the Portfolio will form a basis for our analysis, briefings, and de-briefings.

BEGINNING TO THINK ABOUT SUSTAINABILITY:

Cities have sizeable ecological footprints. “The first and most obvious thing about cities is that they are like organisms, sucking in resources and emitting wastes” (Tickell, 1998, p. vi).

Large amounts of materials, water, food, energy, and land are consumed in the support of cities. The growth of cities in the United States has resulted in a loss of habitat, destruction of prime farmland, and forests and has resulted in high economic and infrastructure cost. The cities are generating large amounts of global warming gases. Our auto-dependence is making our cities very unsustainable, cold in character and resulting in cities that no longer feel like communities or neighborhoods.

While many of the programs we will analyze will have an environmental slant, it's reasonable to believe that no matter what are specific role as a public administrator may be we have an opportunity to make a positive change on our organization's and community's environment. Also even though the overriding topic is the environment, there are many facets involved in each of these programs that are directly applicable to our responsibilities and interests as administrators. Examples of these facets that should be explored with each program include, but are not limited to:

- ✓ Grassroots development
- ✓ Involving community citizens in projects
- ✓ Developing consensus amongst many stakeholders
- ✓ Identifying creative financing strategies
- ✓ Policy development processes
- ✓ Selling and championing a project or program to a board, council, advisory committee, etc
- ✓ Maintaining and continually evaluating a program for improvement
- ✓ Changing the mindset of the workplace and a culture
- ✓ Delivering education programs and public relations
- ✓ Hiring, training and maintaining a work force
- ✓ Balancing economic and environmental interests
- ✓ Workplace environment
- ✓ Procurement
- ✓

Selected issues that you might consider for your executive summaries:

Land Use

- Strategies for compact growth
- Creating new town centers
- Cultural Factors
- Economic and policy instruments
-

Creative Housing

- Urban village living
- Preservation and adaptive reuse
- Pedestrian centers
- Street design

Transit

- Public transit strategies
- Multimodal transit
- Car free cities
- Traffic calming
- Financial incentives

Green, Organic Cities

- Green schools
- Urban gardens/Urban habitat
- City farms
- Bringing nature and ecology back to the city

Renewable energy

- Decentralized energy production
- Local government policies to promote renewable energy
- Zero-energy buildings

- Alternative energy as an economic development tool

Designing buildings and neighborhoods with nature in mind

- Strategies for promoting green building
- Ecological urban renewal
- Environmentally sustainable building projects

Governance and economy

- Environmental charters and budgets
- Investment and procurement with the environment in mind
- Public awareness campaigns
- Supporting and encouraging ecological communities
- Role of the non-governmental sector

Building a sustainable economy

- Building and supporting sustainable local business
- Sustainable factories
- Green offices
- Marketing sustainable businesses and technologies

Green Jobs

Gold Collar Jobs

New Capitalism (Creative Capitalism)

Sustainability issues are imbedded in the following areas: **Energy:** energy efficiency, renewable and distributed energy, renewable and modern energy; **Land Use:** Smart Growth, planning and zoning; **Transportation:** motorized and non-motorized transportation, transportation alternatives; **Water:** safe drinking water, water treatment and conservation, stormwater management, lakes, rivers and streams, aquifers, and groundwater; **Agriculture:** food production, sustainable agriculture, gardening, forestry; **Business:** Zero Waste Production (ZWP), Green growth and development, smart business growth, pollution prevention and reduction; business carbon counting; **Green Buildings:** siting, construction, materials, housing; **Community Design:** Planned Unit Developments (PUD), citizen participation, grassroots participation, community development; **Ecosystems:** biodiversity; and **Lifestyle:** green living, green alternatives, consumption and production alternatives, simplicity.

For further illustration of relevant topics, I have examined those which would be fitting for the **Lifestyle Dimension**. The topics might include co-housing, daylighting, eco-travel, Green tourism, Green roofs, organic clothing, uses of natural fabrics (organic hemp, cotton, Tencel (wood pulp), soy, and bamboo; medicinal herbs, restaurant patronization (locally grown food sources, cooperatives, farmer markets, Community Supported Agriculture (CSA), solid waste reduction, reuseable products, socially responsible banking, urban reforestation, local products in schools, natural foods, locally made and produced products (food to biodiesel), car sharing

services, ecopsychology, eco-municipalities, eco-budgeting, lead hazard identification and mitigation, toxicity reduction, and a myriad of other issue areas.

An examination of the **energy dimension** reveals these following topics: Green (roofs, biotechnology, design, building, etc.), electronic recycling, used oil programs, Third Crop initiatives, self-limitation, post-carbon living, lighting retrofits, sustainable Baltix furniture, non-toxic cleaners, new materials Rand D, solar/hydrogen, solar heating, Eco-home, wind turbine, hydrokinetic energy, wave energy, geothermal, plug-in-hybrids, regional energy, automotive mileage increase, carbon counting, distributed energy, LED traffic lights, fuel cells, and Green Chemistry (see www.segitas.com for biotechnology start-up that develops bio-based chemistry products from renewable agricultural and forestry feed stocks).

For **community Development**, these ecological, social and spiritual dimensions are suggested (see <http://gen.ecovillage.org/activities/csa/pdf/CSA-English.pdf>). **Ecological**: 1. Sense of Place - community location & scale; restoration & preservation of nature; 2. Food Availability, Production & Distribution; 3. Physical Infrastructure, Buildings & Transportation - materials, methods, designs; 4. Consumption Patterns & Solid Waste Management; 5. Water - sources, quality & use patterns; 6. Waste Water & Water Pollution Management; and 7. Energy Sources & Uses. The **social** issues are these: 1. Openness, Trust & Safety; Communal Space; 2. Communication - the flow of ideas & information; 3. Networking Outreach & Services - resource exchange internal/external); 4. Social Sustainability - diversity & tolerance; decision-making; conflict resolution; 5. Education; 6. Health Care; 7. Sustainable Economics - healthy local economy. The **spiritual** topics include these topics: 1. Cultural Sustainability; 2. Arts and Leisure; 3. Spiritual Sustainability; 4. Community Glue; 5. Community Resilience; 6. A New Holographic, Circulatory World View; and 7. Peace and Global Consciousness.

In addition, the topics of walking, biking paths, design and engineering, traffic management and calming, street trees, sidewalks, benches, compost development, affordable housing, historic neighborhoods, historic buildings, back yard gardens, urban harvesting, urban gardening and pedestrian oriented commercial/mixed-land-use.

Minneapolis Sustainability Indicators

Minneapolis has 24 local sustainability indicators which are grouped into three main themes:

A Healthy Life

- [Healthy Infants](#)
- [Teen Pregnancy](#)
- [HIV and Gonorrhea](#)
- [Healthy Weight](#)
- [Asthma](#)
- [Lead Poisoning](#)

Greenprint

- [Climate Change](#)

- [Renewable Energy](#)
- [Air Quality](#)
- [Bikeways](#)
- [Downtown Transportation Alternatives](#)
- [Airport Noise](#)
- [Tree Canopy](#)
- [Combined Sewer Overflow](#)
- [Permeable Surfaces](#)
- [Water Quality](#)

A Vital Community

- [Affordable Housing](#)
- [Homelessness](#)
- [Block Clubs](#)
- [Brownfield Sites](#)
- [Homicides](#)
- [Students in the Arts](#)
- [Graduation Rate](#)

Workers Earning a Livable Wage

Here are some additional resources to assist you with your green project:

- ❖ AARP – www.aarp.org
- ❖ American Institute of Architects, Iowa Chapter – www.aiaiowa.org
- ❖ Building Green, LLC/Environmental Building News - www.buildinggreen.com/
- ❖ Center on Sustainable Communities - www.icosc.com/
- ❖ Certified 3rd-Party Energy Raters - www.natresnet.org/directory/raters.aspx
- ❖ Energy Star - www.energystar.gov
- ❖ Green Communities - www.greencommunitiesonline.org/resources.asp
- ❖ Green Home Guide - www.greenhomeguide.org/
- ❖ Iowa Department of Cultural Affairs – www.culturalaffairs.org
- ❖ Iowa Department of Public Health – www.idph.state.ia.us
- ❖ National Association of Homebuilders Model Green Home Building Guidelines - www.nahb.org/fileUpload_details.aspx?contentTypeID=7&contentID=1994
- ❖ Partnership for Advanced Technologies in Housing - www.pathnet.org/
- ❖ U.S. Green Building Council - www.usgbc.org/
- ❖ University of Minnesota Center for Sustainable Building Research - www.csbr.umn.edu/index.html

For even more resources, visit the Iowa Department of Economic Development's Community Development Division Web site www.iowaeconomicdevelopment.com/community/

Integrated Design

An integrated design process incorporates sustainability up-front, uses a holistic and total-systems approach to the development process, and promotes good health and livability through the building's life

cycle. The goal is to establish a written commitment that informs the project's objectives through the building's life cycle.

Sustainable building strategies should be considered from the moment the developer initiates the project. The professional development team should include a developer, architect, engineer, landscape architect, LEED™ Accredited Professional or experienced green building design specialist, contractor, and asset and property management staff. Whenever possible, the team also should include maintenance staff and occupant representatives. The team must be committed to environmentally responsive, resource conserving and healthy building principles and practices.

Site, Location and Neighborhood Fabric

Location within existing communities – or contiguous to existing development – helps conserve land and the spread of stormwater runoff to new watersheds. It also reduces travel distances. Proper site selection avoids development of inappropriate sites and damage to or loss of fragile, scarce environmental resources. The greatest savings come from developing in areas that already have infrastructure and civic amenities. Site selection is also an opportunity to clean up and redevelop brownfields, and restore the land and infill segmented communities.

Compact development encourages more resource-efficient development of land, reduces development costs and conserves energy. It also can contribute to creating more walkable, livable communities, while helping restore, invigorate and sustain livable development patterns. Making the streetscape safer and more inviting for walkers and bicyclists encourages alternative transportation choices to the automobile. Safer streets and streetscapes also promote physical activity and public health, while creating opportunities for social interaction and increased safety by bringing more eyes on public spaces.

Site Improvements

Sustainable design and site planning integrate design and construction strategies to: minimize environmental site impacts; enhance human health; reduce construction costs; maximize energy, water, and natural resource conservation; improve operational efficiencies; and promote alternative transportation.

Water Conservation

Water efficiency conserves finite fresh water resources and reduces utility bills. Significant water savings can be realized by specifying and installing water-efficient appliances and plumbing fixtures, implementing low-water landscape and irrigation strategies, and taking advantage of rainwater catchment and graywater sources.

Energy Efficiency

Energy efficiency helps to maximize occupant comfort and health, and reduces utility bills. Conservation measures mitigate the accumulative burdens of energy production and delivery, extraction of nonrenewable natural resources, degradation of air quality, global warming and the increasing concentration of pollutants.

Materials Beneficial to the Environment

Reducing, reusing and recycling building materials conserves natural resources and reduces emissions associated with manufacturing and transporting raw materials. Many techniques and building products on the market contribute to more durable, healthy and resource-efficient buildings.

Healthy Living Environment

The importance of a healthy living environment is a significant green building issue directly affecting occupants. Creating a healthy living environment involves the use of materials that do not cause negative health impacts for residents or workers, especially for more sensitive groups such as children, seniors and individuals with existing respiratory problems and compromised immune systems.

Operations and Maintenance

Operations and maintenance (O&M) practices impact the building owner's costs and residents' health, comfort and safety. Sustainable building O&M practices enhance resident health and operational savings. The key to successful building performance is the integration of O&M plans, education and cost-effective, low-maintenance design.

Universal Design

Universal design improves the ability of Iowa's aging population to age in place and improves overall building accessibility for all populations.

- ❖ Universal Design Information from Iowa City, Iowa, www.icgov.org/default/?id=1169
- ❖ Law requirements for accessibility of multi-family housing, www.uiowa.edu/infotech/housingaccess.htm

Environmental Considerations

- ❖ Iowa's Threatened and Endangered Species Program, www.iowadnr.gov/other/threatened.html.
- ❖ Protect existing trees and steer away from project sites that will result in the loss of mature woodlands. The Home Depot Foundation encourages programs that create or expand partnerships between community tree organizations and those focused on other areas of community development, such as affordable housing and programs that provide volunteer opportunities. See www.homedepotfoundation.org/support_trees.html.
- ❖ Protect habitat of potential endangered species. Use state and local lists to identify these habitats.
- ❖ U.S. Department of Energy, Building Technologies Program www.eere.energy.gov/buildings/highperformance/pdfs/sustainable_guide/sustainable_guide_ch3.pdf. This Web site provides guidance on sustainable site selection.
- ❖ U.S. Department of Agriculture, Natural Resources Conservation Service Web Soil Survey available at <http://websoilsurvey.nrcs.usda.gov/app/>.
- ❖ Digital Q3 Flood Data Availability, States Map Federal Emergency Management Agency (FEMA), FEMA's national flood information maps. <http://msc.fema.gov/webapp/wcs/storeservlet/info?storeId=10001&catalogId=10001&langId=-1&content=productQ3Map&title=Q3%20Availability%20-%20State%20Map&parent=productInfo&parentTitle=Product%20Information>

Smart Site Location:

Locating projects in communities with services strengthens those communities and residents' ties to society. It also prevents leapfrog development, which carries numerous negative consequences, including

fragmented ecosystems, the spread of polluted runoff to new watersheds, strain on municipal budgets that must stretch to accommodate longer service routes and infrastructure lines, and damage to landscapes that enhance the quality of life for Iowans.

Pedestrian- and transit-oriented neighborhoods inspire smaller streets and less land relegated to the automobile, and create a more livable, efficient community. These neighborhoods offer residents a range of services, parks and employment opportunities within walking and biking distance. They also offer opportunities for a healthier quality of life while lowering residents' dependence on cars, thereby reducing the costs of owning a car and the need for garages and other parking areas.

- ❖ Congress for New Urbanism, www.cnu.org
This nonprofit organization provides tools and resources for promoting walkable, neighborhood-based development as an alternative to sprawl.
- ❖ Smart Growth Network, www.smartgrowth.org
This website outlines smart growth principles, provides a guide through smart growth terms and technical concepts, and hosts a searchable catalogue of reports, websites, tools, and case studies dating from 1997 to today.
- ❖ Urban Land Institute, www.washington.uli.org
The Urban Land Institute is a nonprofit organization based in Washington, D.C., that promotes the responsible use of land to enhance the total environment. ULI's online bookstore includes numerous publications regarding compact and higher-density development.
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Compact Development:

Compact development encourages more resource-efficient development of land, reduces development costs and conserves energy. It also can contribute to creating more walkable communities, while helping restore, invigorate and sustain livable development patterns.

- ❖ U.S. Department of Energy, Building Technologies Program,
❖ www.eere.energy.gov/buildings/publications/pdfs/building_america/29236.pdf. A part of the department's "Building Toolbox," this site includes tips and techniques for passive solar heating, passive solar cooling, thermal storage, and daylighting.
- ❖ Passive Solar Design for the Home, U.S. Department of Energy Office of Energy Efficiency and Renewable Energy. Report # DOE/GO-102001-1105. February, 2001. Available from the U.S.

Office of Scientific and Technical Information (www.osti.gov) or on-line at www.nrel.gov/docs/fy01osti/27954.pdf.

Smart Site Location: Grayfield, Brownfield or Adaptive Reuse

Use of previously developed sites, including those where development is complicated by real or perceived environmental contamination or physical constraints, reduces pressure on undeveloped land and the spread of pavement to new watersheds. Many such sites are otherwise prime locations for redevelopment and provide potential economic and location benefits to citizens, neighborhoods and communities. Reuse of existing structures reduces the need for new materials and utilizes embodied energy.

- ❖ U.S. Environmental Protection Agency, Brownfields Cleanup and Redevelopment, www.epa.gov/brownfields/index.html
This site includes information about EPA's Brownfields Program, brownfield law, brownfield grants, technical tools and resources, and information on brownfield projects across the country.
- ❖ Municipal Research and Services Center of Washington, Infill Development Strategies for Shaping Livable Neighborhoods, www.mrsc.org/Publications/textfill.aspx
This site, sponsored by the State of Washington, contains an overview of strategies for encouraging and implementing infill development patterns. The principal audience is policymakers and developers in Washington, but the insights are broadly applicable.
- ❖ Congress of New Urbanism, "Greyfields into Goldfields: Dead Malls Become Living Neighborhoods," www.cnu.org/malls
This Web site contains a study on opportunities for converting dead shopping malls into new neighborhoods.
- ❖ National Vacant Properties Campaign, www.vacantproperties.org/
This Web site provides information, resources, tools, and assistance to support vacant property revitalization efforts.
- ❖ Athena[®], *Impact Estimator for Buildings* and *EcoCalculator for Assemblies*, www.athenasmi.org/.

Transportation Choices:

Encouraging the use of public transportation minimizes dependence on car ownership. Transit-oriented neighborhoods reduce residents' needs to own a car, eliminating or lowering the costs of auto ownership, and controlling the area needed for car use and storage. Transit use reduces related emissions of air pollutants and climate-change gasses.

Definitions

Adequate public transit service during peak periods is defined as 20 or more transit rides per weekday per qualifying transit service.

- ❖ Reconnecting America, www.reconnectingamerica.org
Reconnecting America provides both the public and private sectors with an impartial, fact-based perspective on development-oriented transit and transit-oriented development, and seeks to reinvent the planning and delivery system for building regions and communities around transit and walking rather than the automobile.
- ❖ Victoria Transportation Policy Institute, www.vtppi.org

This independent research organization provides consulting and publicly available research about solutions to emerging transportation issues, such as transportation demand management.

Site Improvements:

To help satisfy any site environmental concerns, and to establish liability protections, the first step is known as a Phase I Environmental Site Assessment (ESA). A Phase I ESA takes place prior to purchase and involves research into the site's development history, past uses, and environmental records in and around the site area, in order to determine the likelihood that the site could have been adversely impacted by environmental contaminants.

When a Phase I indicates that past uses or site conditions may have created the likelihood of an environmental release, it may be beneficial to physically investigate soils and groundwater at the site to determine if contamination is actually present, and to what extent and concentration. An assessment to confirm if contamination is present is known as a Phase II Environmental Site Assessment. A Phase II usually involves collection of soil and groundwater samples in and around areas where hazardous materials were manufactured, stored, or transferred on the site, and in areas where there is evidence of contamination, such as stained soil, distressed vegetation, and areas where wastes may have been dumped, buried, or burned on site.

- ❖ Iowa Department of Economic Development Brownfield Site Redevelopment Program, www.iowalifechanging.com/business/brownfields.html
- ❖ Iowa Department of Natural Resources Brownfield Redevelopment Program, www.iowadnr.gov/land/consites/brownfields/index.html
- ❖ EPA Brownfields Program, www.epa.gov/brownfields/about.htm

Erosion and Sedimentation Control:

All construction that disturbs one acre or more requires a stormwater general permit #2 from the Iowa Department of Natural Resources. Obtain authorization and follow the requirements of the permit including the development and implementation of a Stormwater Pollution Prevention Plan. Submit a copy of the stormwater general permit #2 and the Stormwater Pollution Prevention Plan before site disturbance begins.

Erosion control measures must include all of the following:

- ❖ Stockpile and protect disturbed topsoil from erosion (for reuse);
- ❖ Control the path and velocity of runoff with silt fencing or comparable measures;
- ❖ Protect on-site storm sewer inlets, streams, and lakes with straw bales, silt fencing, silt sacks, rock filters, or comparable measures;
- ❖ Provide swales to divert surface water from hillsides;
- ❖ If soils in a sloped area (i.e., 25%, or 4:1 slope) are disturbed during construction, use tiers, erosion blankets, compost blankets, filter socks and berms, or some comparable approach to keep soil stabilized; and
- ❖ No compaction inside the drip ring of existing trees and shrubs.

Erosion and sediment control during site development keeps soils on site, reduces stormwater runoff and prevents sediment from entering local waterways. Erosion and sediment control helps to avoid stormwater related problems that can delay construction, cause environmental degradation to creeks, streams and lakes and damage public and private properties downstream.

- ❖ Iowa Construction Site Erosion Control Manual, www.ctre.iastate.edu/erosion/
- ❖ Iowa Department of Natural Resources General Permit #2 information can be found at www.iowadnr.com/water/stormwater/index.html
- ❖ Iowa Statewide Urban Design and Specifications (SUDAS), www.iowasudas.org/design.cfm
- ❖ Iowa Stormwater Education Program, www.iowastormwater.org/
- ❖ Urban Resources and Borderland Alliance Network (URBAN), www.urbanwaterquality.org/
- ❖ Consider opting for one of the following methods – phasing, seeding, grading, protecting onsite vegetation, directing runoff to on-site depressions or swales – instead of using silt fencing. Additionally, the measures that are employed should result in no visible off-site discharge.
- ❖ The EPA’s document, Stormwater Management for Construction Activities, may be purchased as item PB 922 359 51 from the National Technical Information Service at <http://yosemite.epa.gov/water/owrccatalog.nsf/9da204a4b4406ef885256ae0007a79c7/79841350a94e869585256d83004fd7c7!OpenDocument>.
- ❖ CPESC Inc, www.cpesc.net
- ❖ EPA Erosion and Sediment Control Model Ordinances, www.epa.gov/owow/nps/ordinance/erosion.htm
This resource, developed by the Environmental Protection Agency, is geared toward helping municipalities draft ordinances for erosion and sedimentation control and might serve as a helpful tool in developing company policies for meeting the SS 1.1 prerequisite.
- ❖ Vermont Department of Environmental Conservation, Water Quality Division www.vtwaterquality.org/stormwater/docs/construction/sw_low_risk_site_handbook.pdf.
This website links to the Low Risk Site Handbook for Erosion Prevention and Sediment Control, an easy-to-follow guide that describes specific strategies, including diagrams and photos.

Landscaping:

Native vegetation is well adapted to the climate and provides excellent erosion, sediment, dust and pollution control. Native plants are also more resistant to naturally occurring disease, insects and low levels of nutrients, thereby reducing the need for fertilizers, pesticides or herbicides. (In areas where water shortages are common, xeriscape (a landscaping method that uses drought-resistant plants to conserve resources, especially water) should be considered.

Definition

Invasive species are plants that are introduced to an area outside their original range, threaten Iowa’s biodiversity and cause harm in their new home.”

- ❖ See Iowa Stormwater Management Manual Native Landscaping section, www.ctre.iastate.edu/PUBS/stormwater/documents/2E-6NativeLandscaping.pdf.
- ❖ Iowa Native Lands recommended native plant list, www.prrcd.org/inl/recommended_plants.htm.
- ❖ See the Iowa Native Plant Society to exchange ideas and for information on native plantings, www.public.iastate.edu/~herbarium/inps/index.php.
- ❖ Iowa Prairie Network, www.iowaprairienetwork.org/.
- ❖ Iowa Living Roadway Trust Fund, www.iowalivingroadway.com/.
- ❖ Combine landscape plan with stormwater management to provide surface water filtration and aesthetic benefits.
- ❖ Non-native turf needs significant amounts of water every year to thrive, whereas native turf needs much less water every year.
- ❖ While turf is appropriate for some landscaping, such as for play areas, it should be minimized wherever possible, except in climates where it needs no irrigation.
- ❖ In areas where water shortages are common, xeriscape (a landscaping method that uses drought-resistant plants to conserve resources, especially water) should be employed.

Surface Water Management:

Stormwater quality can be improved with better site planning and development to reduce post-construction runoff volume. This can be accomplished by decreasing impervious area and increasing emphasis on infiltration practices as described by the guidelines found in the Iowa Stormwater Management Manual.

Reducing stormwater runoff through design and management techniques increases on-site filtration, prevents pollutants from entering waterways, and reduces soil erosion. Water storage and nutrient collection processes reduce the need for irrigation and contribute to forming a healthier ecological community within the landscape.

- ❖ Iowa Stormwater Management Manual, www.ctre.iastate.edu/PUBS/stormwater/
- ❖ U.S. Environmental Protection Agency, Heat Island Effect, www.epa.gov/heatisland
This Web site contains basic information about heat island effect, its social and environmental costs, and strategies to minimize its prevalence, including shading and coloration of hardscapes.
- ❖ Use water-permeable materials such as pervious interlocking concrete paving blocks, concrete grid pavers, perforated brick pavers and compacted gravel.
- ❖ Water-permeable materials include pervious interlocking concrete paving blocks, concrete grid pavers, perforated brick pavers and compacted gravel.
- ❖ NAHB Research Center ToolBase Services: Permeable Pavement <http://toolbase.org/Technology-Inventory/Sitework/permeable-pavement>.

This is a resource provided through a partnership with the Department of Housing and Urban Development, the Partnership for Advancing Technology in Housing (PATH), and the National Association of Home Builders Research Center. This site provides details, lists of manufacturers, and related information on permeable paving options.

- ❖ Make use of innovative, low-impact techniques such as rain gardens, green roofs, rain barrels and cisterns to capture and re-use stormwater.
- ❖ Minimize impervious areas (surfaces that do not allow stormwater infiltration), including roofs, driveways, sidewalks and streets, or use porous materials for such areas.

Storm Drain Labels:

Provide a visual reminder that storm sewer inlets connect to area waterways and groundwater storages, and should not be used to dump garbage of any kind.

- ❖ New Jersey Department of Environmental Protection, “Storm Drain Labeling Guidelines for New Jersey, www.state.nj.us/dep//watershedmgmt/DOCS/StormDrainLabeling.pdf

Water-Conserving Appliances and Fixtures

Showers and faucets account for approximately 25 percent of indoor water use. Toilets account for approximately 20 percent of indoor water use. Saving water translates into utility savings, both by conserving water and reducing the energy required for water heating. Compared with pre-1992 fixtures, water-conserving fixtures can reduce the amount of water used in showers and sinks by 75 percent and 50 percent, respectively.

- ❖ Not all high-efficiency toilets operate equally well, and poor design can lead to ineffective flushing and the need for multiple flushes. The U.S. Environmental Protection Agency’s WaterSense program certifies toilets that achieve both water efficiency and operational effectiveness. The WaterSense label identifies high-efficiency products that have been verified for performance. WaterSense currently has a specification for high-efficiency toilets and bathroom faucets and specification for showerheads is under development. Information available at www.epa.gov/owm/water-efficiency.
- ❖ Maximum Performance (MaP™) TESTING California Urban Water Conservation Council, www.cuwcc.org/maptesting.lasso. The Maximum Performance (MaP™) testing project was initiated in 2003 to test toilet models’ performance. This testing protocol simulates real-world use to help consumers identify high-efficiency toilets that not only save water but also work well. The current MaP testing report provides performance information on 470 toilet models.
- ❖ Composting Toilet Reviews, www.buildinggreen.com/features/mr/waste.html
An *Environmental Building News* article discussing commercial composting toilets.
- ❖ Water Use It Wisely, www.wateruseitwisely.com/toolsLinks/index.shtml
This site provides extensive lists of links and related resources concerning water conservation in addition to a series of links to plumbing fixture and faucet resources and sites. Scroll down to the “Fixtures and Appliances” section of links and resources.

No Irrigation:

On average, outdoor water use accounts for about 40 percent of residential water use. Native landscapes or carefully selected plantings can tolerate no irrigation once established, even in dry periods.

- ❖ American Society of Landscape Architects, www.asla.org
ASLA is the national professional association representing landscape architects. The Web site provides information about members, products, services, publications, and events.
- ❖ International Center for Water Technology, www.icwt.net
The International Center for Water Technology is a consortium of public and private entities, led by the efforts of California State University–Fresno. This website includes research papers and educational materials about cutting-edge progress in water-saving technologies.
- ❖ Water-Efficient Landscaping: Preventing Pollution and Using Resources Wisely, www.epa.gov/owm/water-efficiency/docs/water-efficient_landscaping_508.pdf
This manual from EPA provides information about landscaping techniques to reduce water use.
- ❖ Water Wiser: The Water Efficiency Clearinghouse, www.awwa.org/waterwiser/
This clearinghouse provides articles and reference materials on all forms of water efficiency.

Efficient Energy Use: New Construction and Gut Rehabilitation

For residential projects, use a professionally certified third-party energy rater and Mortgage Industry National Home Energy Rating Standards to verify energy efficiency achievement by meeting one of the following performance levels identified below.

In 1992, the EPA introduced Energy Star as a voluntary labeling program designed to identify and promote energy-efficient products to reduce greenhouse gas emissions. Energy Star is an accepted standard for single-family residential new construction projects.

Energy Star-qualified homes are independently verified to be energy efficient. These savings are based on heating, cooling, hot water, normalized lights and appliance energy use and are typically achieved through a combination of building-envelope upgrades, high-performance windows, controlled air infiltration, upgraded heating and air conditioning systems, tight duct systems and upgraded water-heating equipment, appliances and lighting. These features contribute to improved home quality and homeowner comfort, and to lower energy demand and reduced air pollution.

The American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) Standard 90.1-2004 establishes minimum requirements for the energy-efficient design of buildings, except low-rise residential buildings. The standard is also the basis of Chapter 7 of the International Code Council's International Energy Conservation Codes. State energy codes that may be more stringent than ASHRAE 90.1 are identified on the U.S. Department of Energy's Building Energy Codes Web site, www.energycodes.gov. The Energy Star pilot program for mid and high-rise buildings requires 20 percent better than ASHRAE 90.1-2004.

A Home Energy Rating System (HERS) evaluates the energy efficiency of a home or apartment, compared with a computer-simulated reference unit of identical size and shape. The HERS rating results in a score between 0 and 100, with the reference unit assigned a score of 100. From this point, each 1 percent reduction in energy usage (compared to the reference unit) results in a one point decrease in the HERS score. Energy Star requires a unit to be significantly more energy efficient than the reference unit. HERS ratings are conducted by third-party HERS raters, www.natresnet.org/directory/raters.aspx.

- ❖ For more information regarding Energy Star standards go to the new homes section of the Energy Star homepage, www.energystar.gov.

- ❖ Guidelines for Energy Star qualified new homes are online at www.energystar.gov/index.cfm?c=bldrs_lenders_raters.homes_guidelns.
- ❖ Use Optimum Value Engineering (Advanced Framing) practices. See Building Science Consulting for more information and framing details and diagrams, www.buildingscienceconsulting.com/designsthatwork/advancedframing/default.htm
See PATH Technology Inventory write-up “Advanced Framing Techniques: Optimum Value Engineering (OVE), www.toolbase.org/TechInventory/TechDetails.aspx?ContentDetailID=625&BucketID=6&CategoryID=13.
- ❖ For more information on ASHRAE, go to www.ashrae.org or call 888-527-4723.

Efficient Energy Use: Rehabilitation

In moderate rehabs, the financial benefits of making specific building improvements (added insulation, replacement windows, etc.) vary tremendously from one building to the next, in relation to existing building conditions and the local climate. Because of that, the most effective practice is to conduct a building assessment, determine the unique conditions of the building (amount of existing insulation, R-value of windows, etc.), and use software or manual calculations to determine the cost and return on investment of various alternative improvements. A 10-year payback period represents a 10 percent per year simple payback. This 10-year payback benchmark was chosen because today’s cost of mortgage financing is significantly below a 10 percent per annum. Therefore, the improvements are expected to save more money than they cost over the long run.

- ❖ For more information on Energy Star labeled appliances go to the appliances section of the Energy Star homepage, www.energystar.gov/index.cfm?c=appliances.pr_appliances.
- ❖ This ENERGY STAR site includes links to lists of qualified dishwashers, clothes washers, refrigerators, and freezers, along with product and store locators, purchasing guides, and information about rebates and other incentive programs.

Efficient Lighting—Interior:

Energy Star-qualified lighting uses 2/3 less energy and lasts six to 10 times longer than traditional lighting. Reduced energy use lowers utility costs and greenhouse gas emissions.

- ❖ For information on lighting, see the Energy Star Products section at www.energystar.gov. Also see the *Energy Star Program Requirements for Solid State Lighting Luminaries*, www.netl.doe.gov/ssl/PDFs/ENERGY%20STAR%20SSL%20Final%209.12.07.pdf.
- ❖ Incorporate the use of motion sensors into lighting applications to turn off lights when rooms are not being used.

HVAC Systems:

- ❖ Air Conditioning Contractors of America, Manual D: Residential Duct Design Checklist, www.acca.org/Files/?id=66.

- ❖ Air Conditioning Contractors of America, information on Manuals D, J and S, www.acca.org/store/category.php?cid=1
- ❖ Air Conditioning Contractors of America, HVAC Quality Installation Specification, www.acca.org/quality/.
This site provides a link to the ACCA Standard: “HVAC Quality Installation Specification: Residential and Commercial Heating, Ventilating, and Air Conditioning Applications.” The site also includes a link to various articles and other ANSI and ACCA standards.

Electricity and Gas Meters:

To raise residents’ awareness of the cost associated with electricity consumption, which may reduce energy use.

Additional Reductions in Energy Use:

The relative energy efficiency of a given dwelling unit is established by comparing it to the HERS Reference Home, an accepted national standard based on the 2006 International Energy Conservation Code. A home that uses approximately 20 percent less energy than the HERS Reference Home scores 20 points and is equivalent to an Energy Star-qualified home in climate zones 6-8. A home with zero purchased energy scores 0.

For new construction, adding incremental improvements will advance energy efficiency while reducing utility and operating costs for residents and building owners. Renewable energy use and energy conservation lessen smog, acid rain and greenhouse gas emissions.

- ❖ For more information regarding Energy Star standards go to the new homes section of the Energy Star homepage, www.energystar.gov.
- ❖ For information on Builder Option Packages, go to www.energystar.gov/index.cfm?c=bop.pt_bop_index.
- ❖ To find a Home Energy Rater in your area, call the Energy Star toll-free hotline: 888-STAR-YES.
- ❖ For more information on ASHRAE, go to www.ashrae.org or call 888-527-4723.

Renewable Energy:

Use of renewable energy reduces environmental impacts associated with utility energy production and use. These impacts include natural resource destruction, air pollution, greenhouse gas emissions and water pollution. Use of onsite renewable energy technologies, such as PV panels and wind turbines, can also result in energy cost savings.

- ❖ American Solar Energy Society, www.ases.org
ASES is a nonprofit organization committed to a sustainable energy economy. ASES accelerates the development and use of solar and other renewable energy resources through advocacy, education, research, and collaboration among professionals, policymakers, and the public.
- ❖ American Wind Energy Association, www.awea.org
AWEA is a national trade association representing wind power plant developers, wind turbine manufacturers, utilities, consultants, insurers, financiers, researchers, and others involved in the wind industry.

- ❖ Database of State Incentives for Renewable Energy, www.dsireusa.org
The North Carolina Solar Center developed this database to collect information on state financial and regulatory incentives (e.g., tax credits, grants, and special utility rates) designed to promote the application of renewable energy technologies. DSIRE also offers additional features such as preparing and printing reports that detail the incentives on a state-by-state basis.
- ❖ Florida Solar Energy Center, www.fsec.ucf.edu/en/consumer/solar_electricity/index.htm
A resource for basic information on types of photovoltaic solar electric systems, sizing, installation, and system ratings. FSEC also has an industry resources page that includes its Photovoltaic System Design Course Manual, available at www.fsec.ucf.edu/en/industry/resources/pv/index.htm.
- ❖ National Center for Photovoltaics, www.nrel.gov/ncpv
NCPV provides a clearinghouse on all aspects of photovoltaic (PV) solar cell systems.
- ❖ National Renewable Energy Laboratory, www.nrel.gov
The National Renewable Energy Laboratory is a leader in the U.S. Department of Energy's effort to secure an energy future for the nation that is environmentally and economically sustainable.
- ❖ U.S. Department of Energy, Office of Energy Efficiency and Renewable Energy, www.eere.energy.gov
The EERE website includes information on all types of renewable energy technologies and energy efficiency.

Photovoltaic Ready:

Photovoltaics are composite materials that convert sunlight directly into electrical power and are the easiest renewable energy source to use in affordable housing.

Generating and using renewable energy in a development is a hedge against rising costs for purchased energy. Further, it avoids the environmental impacts associated with conventional power generation: natural resource destruction, air and water pollution, and greenhouse gas production.

- ❖ Database of State Incentives for Renewable Energy, www.dsireusa.org
The North Carolina Solar Center developed this database to collect information on state financial and regulatory incentives (e.g., tax credits, grants, and special utility rates) designed to promote the application of renewable energy technologies. DSIRE also offers additional features such as preparing and printing reports that detail the incentives on a state-by-state basis.

Materials Beneficial to the Environment:

The amount of job-site waste resulting from construction of the average (2000 sq. ft.) U.S. home is 4 pounds per square foot of conditioned space, totaling about 8,000 pounds and taking up 50 cubic yards of landfill space. To the extent possible, waste should be avoided because 1) landfill space is rapidly diminishing, 2) incineration produces pollutants, 3) waste of materials is in itself a negative environmental impact. (Source: National Association of Home Builders Research Center, 2001, www.hahbrc.org)

Approximately 20 percent of all waste landfilled in Iowa is construction and demolition debris. An estimated 520,000 tons of construction and demolition debris are landfilled in Iowa annually.

- ❖ See the National Association of Home Builders' Green Building Guidelines, section 2.1 "Reduce Quantity of Materials and Waste,"
www.nahb.org/fileUpload_details.aspx?contentTypeID=7&contentID=1994
- ❖ The Iowa Department of Natural Resources Web site, www.iowadnr.gov/waste/ and the department's Iowa Waste Exchange program, www.iowadnr.com/waste/iwe/index.html may be a resource to assist with construction and demolition debris recycling efforts.
- ❖ See www.iowadnr.com/waste/recycling/files/examplebid.pdf for an example of sample bid language for construction and demolition debris management services.
- ❖ See www2.ci.seattle.wa.us/Implement/pdfs/SampleCWMP.pdf for an example of a construction debris management plan.
- ❖ Best Management Practices Waste Reduction Construction and Demolition Debris: A Guide for Building, Construction, and Environmental Professionals,
www.iowalifechanging.com/business/downloads/bestmgmtpractices.pdf.
- ❖ NAHB Research Center, Toolbase.org, "Best Practices for Construction Waste Management,"
www.toolbase.org/Best-Practices/Construction-Waste/waste-mgmt-field-guide.
This page includes frequently asked questions, case studies, reports, and various links. It also includes "A Builder's Field Guide," which includes guidance for creating a step-by-step construction waste management and recovery plan.
- ❖ U.S. EPA WasteWise Program, www.epa.gov/wastewise/targeted/challenge/cbres.htm
This site has information about the WasteWise Building Challenge program, including articles, publications, and various links and resources for more information.
- ❖ EPA Construction & Demolition Debris, www.epa.gov/epaoswer/non-hw/debris-new/index.htm
This site includes basic information on construction and demolition debris disposal practices, regional and state programs, publications, and links.
- ❖ Construction Materials Recycling Association, www.cdrecycling.org
This site includes links to Web sites on recycling concrete, asphalt roof shingles, and drywall and a state-by-state listing of construction waste reusers and recyclers.
- ❖ *Efficient Wood Use in Residential Construction*. Natural Resources Defense Council, 1998. This NRDC handbook describes the advantages of several wood-efficient approaches to design, material selection, and construction for residential applications and includes extensive practical and resource information for builders, architects, engineers, and developers. It may be purchased online, at
www.nrdc.org/cities/building/rwoodus.asp.

Durable and Low Maintenance Exteriors:

Specify durable siding materials such as masonry or fiber-cement to reduce or eliminate rot and reduce need for painting. Specify roofing products with ≥ 30 year life and document how product will save energy. Use at least 25 percent reclaimed materials or recycled content materials such as brick, framing

lumber, recycled concrete and aggregates, and fly ash concrete OR select long lived non-toxic materials such as brick or cement fiber siding.

The use of more durable building materials and building materials that positively impact energy use, result in lower long-term maintenance and operating costs, and improve building value is a best practice.

Recycled Content Material:

Recycled materials have been recovered or otherwise diverted from the solid waste stream either during the manufacturing process or after consumer use. Use of recycled content materials reduces the negative impact resulting from extraction and processing of virgin materials. Many recycled content materials have additional benefits, which yield better results and a stronger final product.

- ❖ Many commonly used products, such as metals, concrete, masonry, acoustic tile, drywall, carpet, ceramic tile and insulation, are available with recycled content. For guidance, see the Federal Trade Commission document, *Guides for the Use of Environmental Marketing Claims*, 16 CFR 260.7(e).
- ❖ EPA's Comprehensive Procurement Guidelines provide information and specifications for purchasing recycled-content materials, www.epa.gov/cpg.
- ❖ Oikos Green Building Source, www.oikos.com/green_products/index.php
A Web site dedicated to sustainable and energy-efficient construction: Green Building News, Products Database, Product Gallery, Energy Source Builder Newsletter, and more.
- ❖ Green Building Supply, www.greenbuildingsupply.com
An Iowa company dedicated to supplying green building materials and cleaning products.
- ❖ Greenmaker Supply, www.greenmakersupply.com
A company dedicated to supplying green building materials and cleaning products.

Certified, Salvaged and Engineered Wood:

Less than 10 percent of the old growth forest remains in the United States. The use of Forest Stewardship Council-certified wood encourages forestry practices that are environmentally responsible, socially beneficial and economically viable. The use of salvaged wood and engineered wood products precludes the need to use old-growth lumber.

- ❖ Rainforest Alliance, "SmartGuide to Green Building Wood Sources,"
www.rainforestalliance.org/smartguides
This site lists U.S. suppliers, manufacturers, and distributors of FSC-certified building products.

Reducing Heat-Island Effect – Roofing:

Urban heat islands disturb the atmosphere and cause energy waste by increasing loads on cooling systems. Heat islands create thermal gradient differences between developed and undeveloped areas. Using roof surfaces that do not retain heat reduces the heat island. Resources and information on green roofs can be found at www.earthpledge.org/GreenRoof.html.

- ❖ Lawrence Berkeley National Laboratory, Heat Island Group, <http://eetd.lbl.gov/HeatIsland>

The Lawrence Berkeley National Laboratory conducts research to find, analyze, and implement solutions to minimizing heat island effects; its current efforts focus on the study and development of more reflective surfaces for roadways and buildings.

Reducing Heat-Island Effect – Paving:

Urban heat islands have increased local air temperatures due to the absorption of solar energy by the built environment. They increase energy consumption by increasing loads on cooling systems. Heat islands create thermal gradient differences between developed and undeveloped areas. Use paving surfaces that do not retain heat and reduce the heat island effect.

- ❖ Trees Forever is an Iowa-based organization providing a variety of resources related to the planting and care of trees, www.treesforever.org/.
- ❖ U.S. Environmental Protection Agency, Heat Island Effect, www.epa.gov/heatisland. This Web site contains basic information about heat island effect, its social and environmental costs, and strategies to minimize its prevalence, including shading and coloration of hardscapes.
- ❖ Lawrence Berkeley National Laboratory, Heat Island Group, <http://eetd.lbl.gov/HeatIsland>. The Lawrence Berkeley National Laboratory conducts research to find, analyze, and implement solutions to minimizing heat island effects; its current efforts focus on the study and development of more reflective surfaces for roadways and buildings.

Reducing Heat-Island Effect – Plantings:

Urban heat islands have increased local air temperatures due to the absorption of solar energy by the built environment. They increase energy consumption by increasing loads on cooling systems. Heat islands create thermal gradient differences between developed and undeveloped areas. Use paving surfaces that do not retain heat and reduce the heat island effect.

- ❖ Trees Forever is an Iowa-based organization providing a variety of resources related to the planting and care of trees, www.treesforever.org/
- ❖ Check with local utility providers and the Iowa Department of Natural Resources Bureau of Forestry, www.iowadnr.gov/forestry/index.html for tree planting information and incentives.
- ❖ Use natural mulches instead of rock.
- ❖ The Home Depot Foundation encourages programs that create or expand partnerships between community tree organizations and those focused on other areas of community development. See www.homedepotfoundation.org/support_trees.html.

Healthy Living Environment: Low/No VOC Paints and Primers:

VOCs are chemicals containing carbon molecules that are volatile enough to evaporate from material surfaces into indoor air at normal temperatures. Interior paints and primers that release VOCs may pose health hazards to residents and workers. Outdoors, VOCs react with sunlight and nitrogen in the atmosphere to form ground level ozone, a chemical that has a detrimental effect on human health and ecosystems. Ozone damages lung tissue, reduces lung function and sensitizes the lungs to other irritants. Use of low-VOC paints and primers will reduce the concentration of such airborne chemicals.

- ❖ The Web site www.greenseal.org/resources/reports/CGR_wood_finish.pdf contains information on recommended VOC levels and products for wood finishes and stains.
- ❖ The Web site www.greenseal.org/findaproduct/index.cfm#paints lists paints that are Green Seal certified. Also, the Green Seal Standard GS-11 (available for download at www.greenseal.org/certification/environmental.cfm) shows the below VOC limits for paints:
- ❖ The Web site www.toolbase.org has information on low- and no-VOC paints, including a list of paint manufacturers that carry these products.

Healthy Living Environment: Low / No VOC Adhesives and Sealants: Interior caulks, sealants and adhesives that release VOCs may pose health hazards to residents and workers. (See 7-1.) Use of low-VOC adhesives and sealants will reduce the concentration of such airborne chemicals..

- ❖ Regulation 8, rule 51, of the Bay Area Air Quality Management District www.baaqmd.gov/dst/regulations/rg0851.pdf
- ❖ Rule 1168, South Coast Air Quality Management District. Ruling can be found at www.aqmd.gov/rules/reg/reg11_tofc.html
- ❖ South Coast Air Quality Management District, 1168 VOC limits
 VOC Limit*, Less Water and Less Exempt Compounds in Grams per Liter
 Architectural Applications Current VOC Limit

Indoor Carpet Adhesives	50
Carpet Pad Adhesives	50
Outdoor Carpet Adhesives	150
Wood Flooring Adhesive	100
Rubber Floor Adhesives	60
Subfloor Adhesives	50
Ceramic Tile Adhesives	65
VCT and Asphalt Tile Adhesives	50
Dry Wall and Panel Adhesives	50
Cove Base Adhesives	50
Multipurpose Construction Adhesives	70
Structural Glazing Adhesives	100
Single Ply Roof Membrane Adhesives	250
- ❖ Pontolilo, Brian. “Making Sense of Caulks and Sealants.” *Fine Homebuilding Magazine* 62 (April/May 2004): 97-101, www.taunton.com/fh/.
- ❖ NREL. *Weatherize Your Home – Caulk and Weatherstrip*. U.S. Department of Energy, National Renewable Energy Laboratory, p. 4.
- ❖ U.S. Department of Energy Building America Program, www.eere.energy.gov/buildings/building_america/

Healthy Living Environment: Urea Formaldehyde-free Composite Wood

Particleboard and MDF may emit urea formaldehyde. Formaldehyde is a volatile organic compound. Symptoms of exposure vary widely and can include watery eyes, nausea, coughing, chest tightness, wheezing, skin rashes, allergic reactions and burning sensations in the eyes, nose and throat. In a new

report, the World Health Organization (WHO) International Agency for Research on Cancer upgraded its evaluation of formaldehyde from a probable carcinogen to a known human carcinogen based on new evidence that formaldehyde causes nasopharyngeal cancer in humans. Avoiding products with added urea formaldehyde will reduce the quantity of harmful indoor air contaminants.

Healthy Living Environments: Green Label Certified Floor Coverings

New carpets, padding and adhesives release VOCs that may pose health hazards to residents and workers. Carpets also attract allergens such as dirt, pollen, mold spores, dust mites and other microbes that may pose health hazards to individuals allergic to these substances. The Carpet and Rug Institute's program certifies that labeled carpets are low VOC.

- ❖ The EPA Energy Star with Indoor Air Package Specifications require Green Label Plus carpet. The "Plus" label is more stringent. The California Rug Institute maintains a list of manufacturers and products meeting the Green Label Plus standard. To view the list, go to www.carpet-rug.org/drill_down_2.cfm?page=8&sub=17&requesttimeout=350.

Exhaust Fans: Bathroom, Kitchen

Properly sized and controlled exhaust fans in bathrooms and kitchens reduce moisture condensation, lowering the potential for indoor mold growth that may yield odors and pose health hazards to residents. Besides helping to reduce moisture, kitchen fans also help remove carbon dioxide and carbon monoxide over fuel-burning appliances and other air contaminants that may be byproducts of cooking. Energy Star-qualified fans use 65 percent less energy on average than standard models and move more air per unit energy used with less noise. Timers and humidistat sensors help ensure that fans regularly remove moisture and provide increased ventilation.

- ❖ For more information on bathroom fans, go to the products section of the Energy Star homepage: www.energystar.gov/index.cfm?c=vent_fans.pr_vent_fans. This Web site describes the advantages of ENERGY STAR-labeled bathroom, utility room, and kitchen exhaust fans and provides product and manufacturer lists.
- ❖ The cfm for intermittent bath fans should be at least 50 cfm or 20 cfm if operating continuously, per ASHRAE Standard 62.2-2007 section 5.
- ❖ Home Ventilating Institute, Ventilation Systems and Controls www.hvi.org/
HVI provides consumers an assurance of product performance. It also works to increase public awareness of the need for good ventilation and provides resources for selecting the proper ventilation products.
- ❖ Review of Residential Ventilation Technologies, www.buildingscience.com/documents/reports
This page provides a link to "Review of Residential Ventilation Technologies," a report that reviews current and potential ventilation technologies for residential buildings with particular emphasis on North American climates and construction.

Ventilation:

Optimal ventilation improves indoor air quality by providing fresh air to the living space on a regular basis.

- ❖ ASHRAE Standard 62.2-2007 and ASHRAE Standard 62.1-2007, www.ashrae.org/technology/page/548
This site provides a viewable version of ASHRAE Standard 62.2-2007. The online version cannot be printed or saved but can be previewed.
- ❖ University of Minnesota, Common Questions about Heat and Energy Recovery Ventilators
See www.extension.umn.edu/distribution/housingandclothing/DK7284.html.
This site provides a brief, easy-to-understand overview of heat- and energy-recovery ventilators.
- ❖ Building Science.com, Review of Residential Ventilation Technologies
See www.buildingscience.com/documents/reports.
This page provides a link to “Review of Residential Ventilation Technologies,” a report that reviews current and potential ventilation technologies for residential buildings with particular emphasis on North American climates and construction.

Water heaters—Mold Prevention:

The use of heaters or heaters with drains and catch pans prevents moisture problems caused by leakage or overflow. Capturing water overflow from hot water heaters or allowing for proper drainage will prevent water from sitting idle, creating excess moisture and allowing mold to germinate. Cooling coils, as part of the HVAC equipment for air conditioning, can generate significant amounts of water through condensation on the surface of the coils. If this water is not constantly drained from the “drip pan” under the coil, mold and other organisms can grow in the standing water. HVAC-system air blowing across this area can distribute this mold and other material throughout the home.

Cold and Hot Water Pipe Insulation:

Insulation of cold water pipes prevents condensation that can lead to mold growth. Wherever there is a high differential between indoor air temperatures and the temperature of water supplies – i.e., in locations with moderate-to-high humidity – condensation on cold water pipes is likely to occur. Plumbing on exterior walls may be exposed to substantial variations in temperature making it more vulnerable to leakage or damage.

Materials in Wet Areas—Surfaces:

The use of moisture-resistant materials in wet areas such as bathrooms reduces moisture buildup, diminishing the potential for indoor mold growth that may yield odors and pose health hazards to residents.

Water can migrate through concrete and most other masonry materials. Proper foundation drainage prevents water from saturated soils from being pushed by hydrostatic pressure through small cracks. Vapor barriers and waterproofing materials can greatly reduce the migration of moisture that can occur even in non-saturated soils. Installation of radon-resistant features will reduce concentrations of radon, a cancer-causing soil gas that can leak into homes through cracks in the slab and foundation.

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- ❖ See Iowa Department of Public Health radon information at www.idph.state.ia.us/eh/radon.asp.

- ❖ Consult www.epa.gov/radon/zonemap.
- ❖ EPA. “Building Radon Out.” U.S. Environmental Protection Agency, 2006. (#EPA/402-K-01-002, available at www.epa.gov/iaq/radon/pubs)
- ❖ EPA. “*Standard Practice for Installing Radon Mitigation Systems in Existing Low-Rise Residential Buildings.*” U.S. Environmental Protection Agency. Available at www.epa.gov/radon/pubs/mitstds.html.
- ❖ For health risk information see EPA’s site at www.epa.gov/radon/risk_assessment.html.
- ❖ American Lung Association, “Radon Fact Sheet” See www.lungusa.org/site/pp.asp?c=dvLUK9O0E&b=35420
This is a general overview of the health risks associated with radon exposure.

Water Drainage:

Diverting water from the building prevents bulk water entry into foundations and basements, which can contribute to moisture-related problems such as mold and the deterioration of wood and other building materials. Flashing helps direct water away from wall cavities to the drainage plane. Careful architectural detailing of the drainage system and construction supervision ensures proper water drainage.

- ❖ See Building America Best Practice Guides- free downloads at: www.eere.energy.gov/buildings/building_america/
- ❖ See EEBA Water Management Guide (for purchase only) at: www.eeba.org/bookstore

Garage Isolation:

The CO alarm will help ensure that residents are alerted in the case of accidental accumulation of CO. The air barrier will help prevent CO migration from the garage to the living space.

- ❖ National Institute of Standards and Technology, “Air and Pollutant Transport from Attached Garages to Residential Living Spaces”
See www.fire.nist.gov/bfrlpubs/build03/art068.html
- ❖ *Builder’s Guide* series for specific North American climate zones: *Cold Climates*, *Mixed Humid Climates*, *Hot-Humid Climates*, and *Hot-Dry & Mixed Dry Climates*, by Joseph Lstiburek, Ph.D., P.Eng. Building Science Press. Refer to the discussion and construction details regarding air sealing and connected garages. Available at www.eeba.org/bookstore/default.asp

Clothes-Dryer Exhaust:

Outdoor venting of clothes dryers substantially reduces air moisture that can lead to mold growth.

Healthy Flooring Materials—Alternative Sources:

While certain health hazards are linked with the production of vinyl products, some alternative flooring materials that are natural and renewable have demonstrated low-VOC emissions and an environmentally friendly production. Avoid the use of carpet, which can serve as a sink for dust, allergens and other substances that may pose health hazards to susceptible residents. Alternative flooring materials are: linoleum, laminate, ceramic tile, bamboo, cork, wood (especially salvaged wood) or rubber.

- ❖ Scientific Certification Systems, FloorScore Program See www.scs-certified.com/iaq/floorscore.html
This website includes information about the SCS FloorScore program, as well as a list of certified products that is updated regularly.
- ❖ *Green Building Products: The GreenSpec Guide to Residential Building Materials.* BuildingGreen, Inc., and New Society Publishers. Available online, at www.buildinggreen.com/ecommerce/gbp.cfm

Smoke Free Building:

Secondhand smoke is the third leading cause of preventable death in the country. Air filtration and ventilation systems do not eliminate the health hazards caused by secondhand smoke. Tobacco smoke from one unit may seep through the cracks, be circulated by a shared ventilation system, or otherwise enter the living space of another. In addition to the negative health effects, smoking significantly increases fire hazard, and increases cleaning and maintenance costs. Also, many property insurance companies offer a discount for buildings with no-smoking policies.

- ❖ Iowa Smokefree Air Act, www.iowasmokefreeair.gov/
- ❖ American Lung Association, Air Quality in the Home, www.lungusa.org
This site includes an entire section devoted to indoor air quality in the home. Choose “Air Quality” at the bottom of the screen and then click “Indoor Air Quality” and “Air Quality in the Home” to find numerous articles and educational pieces about maintaining a healthy indoor environment.
- ❖ U.S. Environmental Protection Agency, Indoor Air Quality Division, www.epa.gov/iaq
This site has numerous resources related to indoor air quality in homes, including reports and Web links.

Combustion Equipment (includes space and water-heating equipment)

Direct vent systems draw all the air needed directly from the outside so there is no risk of spilling combustion contaminants into the residence. Power vented equipment uses a fan or blower to create the pressure difference that causes air to flow from inside the house, through the combustion device out an approved chimney or vent system to the outdoors.

- ❖ U.S. Environmental Protection Agency, Combustion Gases and Carbon Monoxide
See www.epa.gov/iaq/combust.html and www.epa.gov/iaq/co.html.
These two extensive EPA sites describe the sources of carbon monoxide and other combustion gases, their health effects, steps to reduce exposure, related standards and guidelines, and additional resources and links.
- ❖ Canada Mortgage and Housing Corporation
See www.cmhc-schl.gc.ca/en/co/maho/yohoyohe/inaiqu/inaiqu_004.cfm.
This site is part of CMHC’s “About Your House” series of educational articles. It includes information about combustion gases, the effects of exposure, and strategies for limiting exposure.
- ❖ Underwriters Laboratories, Product Safety Tips: CO Alarms
See www.ul.com/consumers/co.html.
This site provides a basic overview of the problems associated with carbon monoxide, as well as tips about purchasing and installing carbon monoxide alarms.

Water Conservation:

For non-residential projects install water-conserving fixtures with the following specifications:

- ❖ Toilets (water closets) – 1.6 GPF (gallons per flush) or better
- ❖ Urinals – 1.0 GPF
- ❖ Public Laboratories – .5 GPM or better at 60 psi
- ❖ Showerheads – 1.75 GPM (gallons per minute) or better
- ❖ Kitchen faucets – 2.0 GPM or better

*Special thanks are provided to Jeffrey Geerts and the Iowa Department of Economic Development, and Enterprise Green Communities for the material presented above. Some of the above was directly quoted, or condensed, abstracted from the following website

www.iowalifechanging.com/community/downloads/green-criteria08.pdf

For discussion Purposes:

"Better, Not Bigger: How to Take Control of Urban Growth and Improve Your Community," 1999, by Eben Fodor, a professional community planning consultant, environmentalist and civic activist. "Better, Not bigger" presents, among many other topics, the "Twelve Big Myths of Growth."

Myth 1: Growth provides needed tax revenues.

Myth 2: We have to grow to provide jobs for people in the community.

Myth 3: We must stimulate and subsidize business growth to have good jobs.

Myth 4: If we try to limit growth, housing prices will shoot up.

Myth 5: Environmental protection hurts the economy. We must be willing to sacrifice local environmental quality for jobs and economic prosperity.

Myth 6: Growth is inevitable. Growth management doesn't work.

Myth 7: If you don't like growth, you're a "NIMBY" or an "Anti."

Myth 8: Most people don't really support growth management or environmental protection.

Myth 9: We have to "grow or die." Growth makes the economy strong and creates better paying jobs.

Myth 10: Vacant or undeveloped land is just going to waste.

Myth 11: A person's visual preference is no basis for objecting to development.

Myth 12: Environmentalists are just another special interest. There is no such thing as the public interest.

Tentative Class Schedule

January 19, 2012

1st class meeting (Required attendance unless excused by Dr. Meyer)

6:00 p.m. Introduction to class and overview of study abroad component

6:20 p.m. Passport Status, Financial Matters with Lew Boehnke, Travel Consultant [February 9, 2012 passport due]

6:30 p.m. Syllabus, forms (Liability) and more forms, especially European Trip Information Form (These forms should be completed and submitted to Jeff Geerts on January 16th)

7:00 p.m. Portfolio pictures: CRS Gail Zagoren (Aliber Hall, Second Floor)

7:30 p.m. Getting acquainted with colleagues

7:30 p.m. Topic: Executive Summary Assignments

8:00 p.m. SMART Website

8:15 p.m. Sustainability Portfolio, Interactive and Integrated Learning: CRS Cate Newberg and Jennifer Hart

9:00 p.m. Wrap-Up

Note: In addition to Professors Meyer Noe, Zagoren, and Geerts, and Lew Boehnke, our travel consultant, and several Community Resource Specialists (Jennifer Hart and Cate Newberg) will be at the meeting and they, together with those who were previously enrolled in the course, will help answer your questions or deal with your travel, lodging, etc., concerns.

For those who need suitcases, several are available at \$15-\$20.00 each. Also, several very expensive suitcases are available for \$50.00 each. See Dr. Meyer for details.

January 26, 2012 (No class. Time to get started on researching sustainability topic of interest for executive summaries or policy assignments)

February 2, 2012

Getting Set to Travel Abroad and Learning About Sustainability

Presenter

Packing: More in Less, Judy Boehnke, Travel consultant, 6:05-6:20 p.m.

Medical Travel: Dr. Allen Zagoren, 6:20 to 7:10 p.m.

Break: 6:45-7:00 p.m.

Group Meeting on Policy Areas and Committees, 7:30-8:00 p.m.

“Sustainability Community, Definitions”: Jeffrey Geerts, 8:10-8:30 p.m.

“Local Foods: Buy Fresh, Buy Local! and Food Cooperatives,”
CRS Carolyn Crowe or Linda Gobberdiel, Tall Grass
Coopertive, 8:30-9:00 p.m.

Wrap-Up, C. Kenneth Meyer, 9:00-9:10 p.m.

February 9, 2012

The Smarter Sustainable City and Iowa Sustainable Community Demonstrations

Presenter:

C. Kenneth Meyer, Introduction, and European city
Comparisons, Questions and Answers, 6:00-6:20 p.m.

Travel Concerns: Roommates; Schedules, and Finances, Lew
Boehnke, 6:20-6:35 p.m.

“Smarter, Sustainable City Dubuque,” David Lyons, 6:35-7:45 p.m.

Break: 8:00-8:15 p.m.

“West Union/Woodbine--Iowa Sustainable Community
Demonstrations,” Jeff Geerts, 8:15-8:55 p.m.

Brief Introduction to London and Amsterdam (Attractions and
Programs),

8:55-9:10 p.m.

Wrap-Up, C. Kenneth Meyer, 9:10-9:15 p.m.

February 16, 2012

Building the Healthy, Sustainable Community

Presenter

C. Kenneth Meyer, Introduction and Questions and Answers,
6:00-

6:10 p.m.

“Built Environment: Impacts on Human Health, Behavior and
Attitudes,” Mariela Alfonzo, New York University, 6:10-7:30
p.m.

Break: 7:30-7:45 p.m.

Student Executive Summary Presentations, 7:45-8:50 p.m.

Brief Introduction to Hanover and Brugge (Attractions and
Programs), 8:50-9:05 p.m.

Wrap-Up, C. Kenneth Meyer, 9:00-9:10 p.m.

February 23, 2012

Sustainable Communities: Bedzed and Vaubahn

Presenter C. Kenneth Meyer, Questions and Answers, 6:00-6:15 p.m.
“Bedzed and Vaubahn”, Jeff Gerts, Cynthia Wu (Grinnell College) and Richard Strong, [Joint Comparative Public Management and Public Policy and State and Local Government Joint Session], 6:15-7:30 p.m.
Break: 7:30-7:45 p.m.
Public Art in Community Quality of Life, [TBD], 7:45-8:30 p.m.
Program information: Paris, Clermont-Ferrand, San Sebastian and Bilbao (Attractions and Programs), [TBD], 8:30-9:00 p.m.
Wrap-Up, C. Kenneth Meyer, 9:00-9:10 p.m.

March 1, 2012

Bikes, Streets, UNESCO Heritage Sites

Presenter: C. Kenneth Meyer, Questions and Answers, 6:00-6:15 p.m.
“Abundance Eco-Village and Fairfield Iowa,” Professor Lonnie Gamble,
Maharishi University, 6:15-7:30 p.m.
Break: 7:30-7:45 p.m.
“Approaches to Community Energy,” [TBD], Jeffrey Geerts, 7:45-
8:00 p.m.

“UNESCO Heritage Sites of Snail: Toledo, Segovia and El Escorial,” [TBD], 8:00-8:30 p.m.
Student Executive Presentations, 8:30-9:00 p.m.
Wrap-Up, C. Kenneth Meyer, 9:00-9:10 p.m.

March 8, 2012

Public Participation Strategies

Presenter C. Kenneth Meyer, “Is Everything is in Order?” Airplane tickets, passports, itinerary, and Portfolio, and last minute questions, 6:00-6:15 p.m.
“Bike Share, Complete Streets, B-Cycle,” Tim Lane and Jeffrey Geerts, 6:15-7:30p.m.

Break: 7:30-7:45 p.m.
“Introduction to Madrid,” [TBD], 7:45-8:00 p.m.
Overview of International Programs: Discovery, Probing Questions, and Meaningful Comparisons, [TBD], 8:00-8:30 p.m.
Student Executive Presentations, 8:30-9:00 p.m.
Wrap-Up and Last Minute Details, C. Kenneth Meyer, 9:00-9:10 p.m.

March 16-April 1, 2012: Eurotrip (London to Madrid)

April 5, 2012 No class—Work on debriefing assignment

April 12, 2012: Formal Debriefing

April 19, 2012: Last Day of Class (All Portfolio and class Assignments are Due}.

Mental Joggers:

European Travel Information Form: Submitted to Jeff Geerts, January 16, 2012

First Executive Summary due: February 9, 2012

Color copy of Passport Due: Submit to Lew Boehnke

Integration, Analysis, Reflection, and Experience: Comprehension and Synthesis

The work that you do in your group will be integral to the course since it will enable you to integrate the analysis and reflections coupled with the shared experiences of your group on the many issues involved in this course. In addition, it will enable your group to systematically think about what you have learned from your academic/professional studies, with the information obtained in the domestic and international presentations, along with your immersion in multiple European cities and countries.

Your group is expected to interact with one another, listen to different perspectives and contrast what you have learned with your own beliefs and perspectives in a before/after perspective. It will be instructive for everyone to learn how your perspective and what you experienced has changed your views about the major dimensions of this course: Energy, Lifestyle, Transportation, Water, Agriculture and Business.

Each student is responsible for completing a daily worksheet and handing them in to either Jennifer or Cate. [It is also desirable if guests would also provide their insights to our cities, attractions, programs and other travel experiences] The worksheets provide a number of standard questions for each city that we visit and relate to the dimensions outlined above. This exercise will enable us to ask questions, to look around, to examine our new environments, and perhaps in the exploration and discovery lead us to new understandings and appreciations. This task, albeit repetitive, might seem a bit tedious, but in the preparation for our debriefing it will produce major dividends—we always think we will have perfect recall of our experiences and observations, but sometimes our memory fails us in detail and in terms of our impressions, sentiments, and even exhilarations. If you wish, you may add other information on your journal/worksheet and that will be important when the final debriefing document is prepared. The debriefing document is your collective experiences and learning associated with the domestic and travel abroad class. You will want to memorialize many of your experiences so that when you review the document later, you will have a chance to relive your initial experiences in Europe.

Name: _____

City: _____ Date: _____

1) What are a few differences in the lifestyle you observed here compared to Iowa?

2) How did you get around? Was it complicated or easy?

3) What is one of the main differences you noticed about this city compared to others?

4) What is the most interesting activity or experience you had in this city?

5) Did you notice or observe any innovative energy efficiencies or sustainable practices?

6) What is your main take away from this city/programs/travel experiences?

7) What attractions, museums, parks, monuments, etc., did you visit? Please list.

Getting Ready for International Programs: Informative Websites

- **17Mar SA** (arrival day or Monday),
- BedZed – Beddington Zero Energy Development – mixed use sustainable community - <http://www.bioregional.com/what-we-do/our-work/bedzed/>
- or
- Wildfowl & Wetlands Trust – wetlands information program and tour - <http://www.wwt.org.uk/>
- Or
- London Thames Gateway – [sustainable industrial park project](#)
-
- **19Mar MO** (before cruise)
- McLaren Technology Center – corporate environmental responsibility, vehicle testing, sustainable building design - http://www.mclaren-jobs.com/mclaren_performance.php
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-
- **20Mar TU** (around AMS)
- Leidsche Rijn Utrecht – sustainable community development - <http://www.utrecht.nl/smartsite.dws?id=184949>
-
- Houten BikeCity – Dutch bicycling capital, <http://iimichigan.wordpress.com/2010/07/22/houten-a-city-for-cyclists/>, <https://www.houten.nl/over-gemeente-houten/cycling0/>, <http://www.youtube.com/watch?v=EBiYohzwSn4>, <http://www.youtube.com/watch?v=p4QT5rvnfs0&feature=related>
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- Culemborg – sustainable community development, citizen designed community, innovative energy generation and wastewater treatment - <http://www.bel-lanxmeer.nl/>, http://en.wikipedia.org/wiki/EVA_Lanxmeer, http://energy-cities.eu/IMG/pdf/urban_decentralization_evalanxmeer.pdf,
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- **22Mar TH** (on way to Hannover),
- Kronsberg (Hannover) – model urban redevelopment - <http://connectedcities.eu/showcases/kronsberg.html>, http://www.hannover.de/data/download/lhh/umw_bau/energie/download_sustainable_hannover/Kronsberg_a_model_for_sustainable_urban_development.pdf
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- **23Mar FR** (Oostkamp NL)
- Oostkamp City Hall Project – conversion of old factory into new city hall and community gathering place - <http://www.holcimfoundation.org/T1329/A11EUsiBE.htm>
-
-
- **26Mar MO** (Paris).
- Veolia – bus rapid transit program - <http://www.veoliawater.com/> (search bus rapid transit)

DRAKE SMART 

Sustainability: Knowledge *replaces* Ignorance

PADM 282, COMPARATIVE PUBLIC MANAGEMENT
& PUBLIC POLICY: A GLOBAL PERSPECTIVE

ITINERARY

“Travel is more than
the seeing of sights:
it is a change that
goes on, deep and
permanent, in the
ideas of living.”

—Miriam Beard

Friday, March 16 (Des Moines to London--Heathrow)

A 5:00 p.m. Check in at Des Moines International Airport for those flying Delta (DL 3350). *You should arrive for check-in and security check at least two hours before departure time.*

DL 3350, Departure 7:30 p.m.; Arrival in MSP 8:37 p.m.; DL0040 departure MSP 10:45 p.m. arrive Heathrow (LHR) 12:05 p.m. March 17, 2011.



Those who are flying United, American, Lufthansa, etc., please confirm with Lew Boehnke your departure times and flight information.

Please check E-tickets for flight numbers and times for both domestic and international travel. If you have not secured your copy of Eurotrip Portfolio, please do so. Lew Boehnke or C. Kenneth Meyer will be there to hand them out at the DSM airport. For those departing from other destinations, Professor Meyer will deliver your Portfolio to you at either at MPS or Heathrow.

Saturday, March 17 (London)

Group 1: Arrival of DL 3350: 12:05 p.m. (Note: Group should transfer together so that no one gets separated from the group in clearing passport control and departing for Limousine Bus (Ludwig's Green Monster) at Heathrow Airport)

1:00-1:30 p.m.

Load luggage/passengers



1:30 p.m.

Departure: Estuary Program

2:00-4:00 p.m.

Guided Estuary Program

4:15 p.m.

Bus Transport to Corus Hotel Hyde Park, London. [Examine the London Brochure for an interesting set of things to do].

5:15 p.m.

Hotel registration, check in and refreshment at Corus Hotel



6:45 p.m.

Depart for Group dinner*[TBA]

7:00 p.m. Arrival at Paddington's Pub
7:00-9:00 p.m. Group Dinner and Speaker* [Dr. Bill Bryson]
9:00 **Return to Corus Hotel [Free time]**



Sunday, March 18 (London)

7:30 a.m. Wake Up Call: *Note: Each breakfast is complimentary at each hotel during the Eurotrip. At time of registration, you will be informed of breakfast times and location of breakfast room/buffet.*

7:30-8:45 a.m. Breakfast

8:45 a.m.-12:00 p.m.

Guided Bus Tour of London with Selected Stops (Step on and off for picture taking and museum visitation)*



12:00 p.m. Bus Tour Ends at Parliament Square or Corus Hotel Hyde Park

12:00-p.m. **Free time** to visit your museum or attraction of choice. *Remember: London is a wonderful city with many world-class attractions. Review the London Brochure for useful guidance to museums, parks, and other attractions. I'll see everyone again on Monday morning. Have a great time!*

Monday, March 19 (London, Oxford, Cambridge, and Harwich)

6:30 a.m. Wake-Up Call 

6:30-8:00 a.m. Breakfast


8:00 a.m. Departure for Oxford

9:45 a.m. Arrival, Oxford, England

10:00-11:30 a.m. Oxford University Presentation* [Sustainability] 

11:30 a.m.-1:00 p.m. Walk Around and Lunch

1:00 p.m. Departure for Woking, England

3:00 p.m. Arrive at McClaren Technology Center* [Formula One Racing Production], 

3:00-4:30 p.m. McClaren Technology Center Program

4:30 p.m. Departure for Cambridge University


6:00 p.m. Arrival, Cambridge, England

6:00-8:00 p.m. Walk Around, Shopping, and Dinner 







8:00 p.m. Departure for Harwich Port (90 km) and the ferry boat to Rotterdam, The Netherlands

9:45 p.m. Arrival, Harwich Port

10:00 p.m. Clear Immigration and check in at Harwich Port Authority. *[Note: Please make sure that your passport documentation is available for group check-in. Lew and Ken will take your passports to the customs office and obtain the needed stamps and clearance required for international passage]*

10:00 p.m. **Free time.** You might wish to shop at the different tax-free exchanges or enjoy the cuisine and refreshments that the boat has to offer. Or, you might retire early and have a nice evening of rest and relaxation prior to our busy schedule in the Amsterdam regional area. 

Tuesday, March 20 (Rotterdam, Culembourg, Houton, Utrecht, and Amsterdam)

6:45 a.m.	Wake-Up Call by Ship's Captain	
6:45-7:40 a.m.	Breakfast	
7:45 a.m.	Arrival at Rotterdam	
8:00 a.m.	Report to Lower Deck for loading of luggage on Bus	
8:15 a.m.	Departure for Culembourg	
9:30 a.m.	Arrival, Culembourg	
9:30-11:30a.m.	Culembourg Program on Eco City*	
11:30 a.m.-12:30 p.m.	Lunch	
12:30 p.m.	Departure for Houton	
1:30 p.m.	Arrival, Houton	
1:30-3:00	Bike City Presentation and Tour*	
3:00 p.m.	Departure for Utrecht	
3:30-5:00 p.m.	Utrecht Sustainability Presentation*	
5:00 p.m.	Departure for NH Hotel City Amsterdam	
6:00 p.m.	Arrival at NH Hotel City Amsterdam, Registration and Check-In	
6:00 p.m.	Free Time in Amsterdam [<i>Check out the Amsterdam Brochure for places to visit and museums or attractions that are open in the evening. Also, a great time for a walk around Amsterdam.</i>]	



“My favorite thing
is to go where I
have never gone.”

—Diane Arbus




Wednesday, March 21 (Amsterdam)

8:00 a.m.	Wake-Up Call
7:30-9:00 a.m.	Breakfast
9:00 a.m.	Free Day. Enjoy! Remember—Wake-up call tomorrow morning at 7:00




Thursday, March 22 (Amsterdam, Munster, Hanover, Kronsberg)

7:00 a.m.	Wake-Up Call	
7:30-8:00 a.m.	Breakfast	
8:00 a.m.	Luggage Ready to be loaded	
8:15 a.m.	Departure for Hanover	
11:00 a.m.	Intermediate Stop, Munster	
11:00 a.m.-12:30 p.m.	Walk around and Lunch	
12:30 p.m.	Departure for Kronsberg	
3:00 p.m.	Arrival at Kronsberg	
3:00-5:00 p.m.	Sustainable Community Program*	
5:00 p.m.	Return to Mercure Hotel Hannover City, Hanover	
5:00-	Free Time	

Friday, March 23 (Hanover, Koln, Oostkamp, and Bruges)

6:30 a.m.	Wake-Up Call	
6:30-7:30 a.m.	Breakfast.	
7:30 a.m.	Departure for Koln, Germany	
11:00 a.m.	Arrival, Cathedral of Koln	
11:00-12:30 a.m.	Walk Around, Cathedral Tour, and Lunch (Many small restaurants/cafes in general vicinity of the cathedral).	
12:30 p.m.	Departure for Oostkamp, Belgium	
3:15 p.m.	Arrival, Oostkamp	
3:30-5:00 p.m.	Oostkamp Sustainability Program*	
5:00 p.m.	Departure for Bruges, Belgium	
5:30 p.m.	Arrival at Hotel Portinari, Bruges	
8:00-9:30 p.m.	Group Dinner [TBA]*	
9:30p.m.	Free Time	

Saturday, March 24 (Bruges to Paris)

6:00 a.m.	Wake-Up Call	
6:00-7:00 a.m.	Breakfast	
7:00 a.m.	Luggage ready to be loaded	
7:10 a.m.	Departure for Paris, France	
11:00 a.m.	Intermediate Stop, Lunch	
1:00 p.m.	Arrival, Paris	
1:00-4:30 p.m.	Step On Tour Guide [Guided presentation of main attractions in the City of Paris].	
4:30 p.m.	Return to Hotel Mercure Mont Martre, Sacre Coeur	
5:00	Arrival at Hotel Concorde Montparnasse for Registration and Check-in	
5:15 p.m.	Free Time [<i>Paris is the city of lights and love and for good reason!</i>]	

Notre Dame, The Louvre, and Champs Alyssa, Eiffel Tower, and Sacra Cure would be wonderful to see at night. Please consult the Paris Brochure for more attractions, their locations, and other points of interest].



Sunday, March 25 (Paris)

Free day for sightseeing, shopping, and museum visiting. *[Please check the Paris Brochure for top attractions and places of interest to see]. This is a bus holiday. Travel on your own. Some tour participants are planning an afternoon trip to the Palace of Versailles—about 35 minutes from the Concorde hotel by train]*



Monday, March 26 (Paris)

7:00 a.m.	Wake-Up Call	
7:00-8:15 a.m.	Breakfast	
8:20 a.m.	Departure for Veolia Corporation	
9:00 a.m.	Arrival, Veolia	
9:00-11:00 a.m.	Veolia Sustainability Program*	
11:00 a.m.	Return to Hotel Mercure Mont Martre	
11:30 a.m.	Arrival at Hotel Mercure Mont Martre	

Tuesday, March 27 (Paris to Clermont-Ferrand, France)

4:30 a.m.	Wake-Up Call	
4:30 -5:15 a.m.	Breakfast	
5:00 a.m.	Luggage Ready to be loaded	
5:15 a.m.	Depart for Rungis Wholesale Distribution Center.	
6:00-8:00 a.m.	Guided tour/Presentation of Rungis Wholesale Distribution Center Program*	
8:00 a.m.	Depart for Clermont-Ferrand	
11:00 a.m.	Intermediate Stop (lunch)	
2:30 p.m.	Arrival, Clermont-Ferrand	
3:00-5:00 p.m.	Michelin Sustainability Program*	
5:10 p.m.	Return to Hotel Suite Novotel for Registration and Check-In	
6:00 p.m.	Clermont-Ferrand University Reception* and Meet and Greet	
8:00 p.m.	Return to Hotel Suite Novotel	

8:15 p.m. **Free time** *[Mix up your dining party for tonight—you will be surprised at what you learn from your travelling colleagues and, if you wish, invite a new acquaintance from the university to join your group].*



“Finding oneself is the most difficult and arduous journey; it is also the most rewarding.” — Evelyn Loeb




Wednesday, March Ferrand to San

28 (Clermont-Sebastian, Spain)



7:30 a.m.	Up Call		
7:30-8:30 a.m.	Breakfast		
8:30 a.m.	Depart for San Sebastian		
11:00 a.m.	Intermediate Stop, Lunch		
1:00-2:00 p.m.	Winery Tour [TBA]		
2:00 p.m.	Departure for San Sebastian		
4:30 p.m.	Arrival, San Sebastian		
4:30 p.m.	Registration and Check-In at Hotel Barcelo Costa Vasca		
4:30 p.m.	Free Time		

Wake-

Thursday, March 29 (San Sebastian, Bilbao, Segovia, and Madrid)

7:00 a.m.	Wake-Up Call		
7:00-8:00 a.m.	Breakfast		
8:30 a.m.	Departure for Bilbao		
9:00 a.m.	Arrival at Guggenheim Museum		
9:00-11:00 a.m.	Free time to visit the Guggenheim Museum		
11:00 a.m.	Departure for Segovia, Spain		
2:00 p.m.	Intermediate Stop, Lunch		
3:00 p.m.	Arrival, Segovia		
3:00-5:00	Walk Around and Self-Guided Tour of Segovia		
5:00 p.m.	Departure for Madrid		
6:15 p.m.	Arrive at Abba Madrid Hotel		
6:15 p.m.	Registration and Check-In at Abba Madrid Hotel		
6:30 p.m.	Free Time		

Friday, March 30 (Madrid, Toledo to El Escorial)

7:30 a.m.	Wake-Up Call		
7:00-8:30 a.m.	Breakfast		
8:30 a.m.	Departure for Toledo (Guided Tour of Toledo and El Escorial)		
9:30 a.m.	Arrival in Toledo--UNESCO World Heritage City		
9:30 a.m.-12:00 p.m.	Guided Tour		
12:00 p.m.	Lunch		
12:30 p.m.	Departure for El Escorial		



EXPENSES AND THE TAX COLLECTOR:

Expenses associated with this class may be deductible as an ordinary and necessary business expense. Please check with your tax accountant to determine if sections 162 and 274 of the Internal Revenue Code apply to you, especially if you can show that participation in the course is related to your occupation or business. Since a complete itinerary of the course will be provided, coupled with the professional and educational activities that were associated with the course domestically and abroad, you should have a useable, published document when you file your tax return.

EMERGENCY CONTACT NUMBERS

To: **PADM 282-801, Comparative Management and Policy Analysis in A Global Context (Sustainability and Change)**

From: C. Kenneth Meyer, Course Facilitator

Re: Emergency Numbers (Post on your refrigerator)

Date: January 18, 2012

The following information should be read by all participants in the **PADM 282-801, Comparative Management and Policy Analysis In A Global Context (Sustainability and Change)** course. Should you need to contact a class participant, community specialist representative, or accompanying guest due to an emergency or other compelling reason, the following individuals or offices at Drake University numbers may be contacted. They will have a copy of the course itinerary and the associated hotel names, addresses, and telephone numbers at which the group may be contacted on each day of the itinerary.

Monday-Friday, 8:00 A.M.-4:30 P.M.

Gretchen Olson, Director, Center for International Programs and Services, Drake University,
2507 University, Des Moines, Iowa 50311

Telephone: 515-271-2084; e-mail: Gretchen.Olson@drake.edu

OR

Associate Dean Chip Miller or Mary Reilly-Hoefling, Assistant Director, Graduate Programs,
College of Business and Public Administration, Drake University, 208 Aliber Hall, Des Moines,
Iowa 50311

Telephone: 515-271-2188; e-mail: Mary.Reilly-Hoefling@drake.edu

After Regular Business Hours: Monday through Friday and Weekends: 4:30 P.M.-8:00 A.M.

Drake University Security, 1227 25th Street, Des Moines, Iowa

Telephone: 515-271-2222

NOTICE: PLEASE MAKE SURE THAT YOU HAVE GIVEN THIS INFORMATION OUTLINED ABOVE AND THE ACCOMPANYING COURSE TRAVEL ITINERARY TO THOSE PERSONS WHO MAY HAVE A NEED TO KNOW.

Debriefing: What have we learned begins now!

Class participants will be assigned to at least one of the following Debriefing Dimensions. As we are briefed by the nine or so organizations in Europe and as you get immersed in the travel portion of the class (culture, language, politics, economics, etc.), please begin to make notes on facts, ideas, notions, trends, experiences, observations (Are you beginning to see the picture?) that will fit into the five dimensions outlined below. If you begin doing this beginning now, well before the domestic and the study abroad experience begins, and systematically add to your notes each day, it will make the debriefing portion of the class go much more smoothly when we return to campus in April.

Evolution of Class Experience and Journey: Team 1

Cultural Expectations and Challenged Assumptions: Comparing
The American Perspectives: Team 2

Personal and Group Development: Team 3

Program Similarities and Differences Between United States and
Host Nations: Team 4

Synthesis of Summaries: Sustainability Dimensions: Team

STUDY SEMINAR EMERGENCY AND CONDUCT GUIDELINES FOR STUDENTS

Assistance with Emergencies

In the event of an emergency while you are participating in a Drake study seminar, please contact one of the faculty members on your seminar immediately. The faculty member will assist you, and will contact others for advice and assistance as deemed appropriate.

You may also call **Drake Campus Security at 001-515-271-2222**. They will contact appropriate people on the Drake campus (the Dean of Students, Human Resources, the Counseling Center, the International Center) to assist you. Drake Security is available 24/7 and in an emergency they will accept a collect call if you identify yourself as a student on a study seminar. Be sure to give your name, location, and a number where you can be contacted, along with a description of the nature of your emergency.

Crimes Committed Abroad

Crimes Committed by a Student - Students are subject to the laws of the host country in which they are studying or traveling. If a student is arrested, he or she should notify the instructor as soon as possible. While neither Drake nor the U.S. embassy can provide a lawyer or get a student out of jail if he or she is incarcerated overseas, the instructor can endeavor to notify the student's Emergency Contact(s) and OnCall International to arrange legal assistance and the U.S. embassy can try to ensure that the student's human rights are not violated

Crimes Committed Against a Student – The “Student Handbook” and pre-departure orientation offer advice to students for protecting themselves and their belongings while traveling. While safety can never be guaranteed while traveling, following the advice given will increase the likelihood that students will have a safe experience. If a crime is committed against a student, one of the faculty members on your seminar should be notified immediately.

Discrimination and Harassment

Drake's policies prohibiting discrimination and discriminatory harassment (including sexual harassment), apply while you are on a Study Seminar, just as they apply while you are on campus. Those policies are available on line at <http://drake.edu/dos/handbook/appendices/appendixi.php>. See Appendix I and Appendix M.

Procedures

Given the unique circumstances of Study Seminars, you should follow the following procedures if you believe you have been subjected to discrimination or discriminatory harassment (including sexual harassment) while on a Study Seminar:

- **Register a complaint with**
 - One of the faculty members on your seminar; or
 - You may call Director of Campus Security Services, Chief Hans Hanson, at the Drake Campus Security 24-hour number (001-515-271-2222). Ask for Chief Hanson or his designate and provide your name, location, and a number where you can be contacted, along with a description of the nature of the situation. An appropriate University official will call you back to set up a plan of action.
- **The Investigation**

Typically, Human Resources will determine how to appropriately conduct a prompt, thorough and impartial investigation under the circumstances. Complaints will be handled with as much discretion as practicable.
- **Remedial Action**

If a finding of discrimination or harassment in violation of the University's policies is made, appropriate remedial action will be taken. If the perpetrator is a Drake student or employee, including an Instructor, the remedial action may include disciplinary action up to and including immediately sending the perpetrator home. Depending on the nature of the conduct, the matter may also be referred to appropriate University officials for further review and possible sanctions under other applicable University policies and procedures. Such proceedings will normally be deferred until the perpetrator returns to campus.
- **Retaliation**

Retaliation against anyone seeking guidance or filing a complaint or participating in an investigation under this policy is prohibited.
- **Additional Resources**

The Student Counseling Center works with students on a wide variety of issues and concerns. All information obtained in counseling is confidential and, within the limits of state law, it will not be released without the written consent of the student. The Counseling Center is open from 8:00 a.m. to 5:00 p.m., Iowa time, and it can be reached by calling (001-515-271-3864).

Sexual Offenses

Drake's policies pertaining to Sexual Offenses apply while you are on a Study Seminar, just as they apply while you are on campus. Those policies are available on line at <http://drake.edu/dos/handbook/appendices/appendixi.php>. See Appendix H. Sexual offenses include sex acts performed against the will of another or while another is incapacitated by drugs, alcohol or otherwise from giving consent.

Procedures

Given the unique circumstances of Study Seminars, you should follow the following procedures if you believe you have been subjected to a Sexual Offense while on a Study Seminar:

Reporting the Incident and Obtaining Treatment

- You are strongly encouraged to notify one of the faculty members on your seminar as soon as possible following the incident. If, for any reason, you prefer not to notify a faculty member, you may call Director of Campus Security Services, Chief Hans Hanson, at the Drake Campus Security 24-hour number (001-515-271-2222). Ask for Chief Hanson or his designate and provide your name, location, and a number where you can be contacted, along with a description of the nature of the situation. An appropriate University official will call you back to set up a plan of action.
- Sexual Offenses committed while the victim is incapacitated, or that result in injury or contact with bodily fluids of the attacker should receive a comprehensive medical examination as soon as possible after the incident occurs. A medical exam can serve the purposes of preserving evidence and providing treatment to the victim.
- To preserve evidence it is best if the victim does not shower, wash, douche, eat, or drink until after the medical exam. The victim should also bring the clothes he or she was wearing at the time of the offense.
- Victims of sexual offenses can experience emotional as well as physical consequences. Examples of initial reactions to such offenses can include shock, denial, anxiety, guilt, anger and self-blame. You are strongly encouraged to obtain help from a professional counselor as soon as you are ready to do so after an incident occurs.
 - o Drake University Counseling Center is available Monday-Friday between the hours of 8:00 a.m. and 5:00 p.m., Iowa time, and can be reached by calling (001-515-271-3864). In event of an emergency or if you cannot reach the Counseling Center, you may call security at 001-515-271-2222*. Ask for Chief Hanson or his designate and indicate you would like to talk to someone from the Counseling Center. Your Instructor can assist you in making this contact.
 - o Your Instructor may also be able to assist you in making contact with a local counseling professional.
- You are also encouraged to consider notifying local law enforcement as soon as possible following the incident. Your Instructor will assist you in making contact with the local authorities if requested.

The Investigation

Where the alleged perpetrator of the assault is a Participant in the Study Seminar, an investigation will be conducted in accordance with the Study Seminar Student Code of Conduct Procedures or other University procedures. Depending on the circumstances, the Dean of Students, Human Resources or other appropriate University Officials may participate in the investigation, along with the Instructor.

Changes in Academic and Living Situations

In the event the accused is a Drake student or employee, including an Instructor, the University may impose a no contact order and limit the activities of the accused during the pendency of the investigation. Any Drake student or employee, including the Instructor, found to have engaged in a sexual offense may be immediately sent home from the Study Seminar. The matter will also be referred to appropriate University officials for further review and possible sanctions under other applicable policies and procedures of the University.

Coordination of Sexual Harassment and Sexual Offense Procedures

Although a Sexual Offense might also fall within the definition of Sexual Harassment under University policies, most alleged acts falling within the definition of both a Sexual Offense and Sexual Harassment will be managed under the Sexual Offense procedures.

Study Seminar Student Code of Conduct

Drake University's Code of Student Conduct applies while you are on a Study Seminar, just as it applies while you are on campus, with the following additions and modifications. (Faculty teaching study seminars may also have additional expectations of participants that are designed to promote a safe experience. Students are expected to follow all such expectations.)

If a student is observed or alleged to have engaged in a violation of Drake's Student Code of Conduct, disruptive behavior, conduct that could bring disrepute to the University or a violation of the guidelines contained herein, the Instructor of the Study Seminar will:

- Conduct an investigation, which will include giving the student notice and an opportunity to explain his or her conduct.
- Confer, if deemed appropriate, with the Dean of Students or other officials of the University.
- Determine what, if any, restrictions and or discipline will be imposed upon the student with respect to the remainder of the Study Seminar, up to and including sending the student home.
- The Instructor's decision as it relates to the student's participation in the Study Seminar shall be final.
- Depending on the nature of the conduct, the matter may also be referred to the Dean of Students for further review and possible sanctions under the Drake Student Code of Conduct. Such proceedings will normally be deferred until the student returns to campus.
- These procedures are not intended to interfere with the University's inherent right to immediately suspend a student to protect the safety and well being of students, faculty and University property.

EMERGENCY CONTACT/MEDICAL CONDITION/HEALTH INSURANCE FORM

Name of Seminar or Program _____

Student Name: _____

Address: _____

City, State, ZIP: _____

Phone Number: _____

Name on Passport: _____

Emergency Contact Information (Person 1):

Name: _____

Address: _____

City, State, ZIP: _____

Relationship to Student: _____

Home Phone: _____ Work Phone: _____

E-Mail: _____

Emergency Contact Information (Person 2):

Name: _____

Address: _____

City, State, ZIP: _____

Relationship to Student: _____

Home Phone: _____ Work Phone: _____

E-Mail: _____

Drake University Contacts:

Office of Security: 1-800-44-DRAKE, ext. 2222 or 515-271-2222

International Center: 515-271-2084 or annique.kiel@drake.edu

Medical or Mental Health Information/Condition

If there is any medical or mental health information /condition that may affect your safety and welfare or that of other Seminar Participants, please describe below (examples could include allergies, diabetes, etc.):

Health Insurance

You are required to have health coverage while you participate in our program(s). Please identify the following:

Company _____ Policy Number _____

Policy Holder's Name _____

Certification of Accuracy

I certify that the information provided on this Emergency Contact/Medical Condition/Health Insurance Form is true and correct. I further certify that if any of the information provided herein changes between now and the time of Seminar departure, I will immediately notify the Instructor.

Student Signature _____ **Date** _____

**SEMINAR PARTICIPANT
RELEASE, INDEMNIFICATION AGREEMENT AND STATEMENT OF
UNDERSTANDING**

(To be signed by all students and all other Seminar Participants, excluding Drake Employees who are officially leading or assisting with the Seminar as part of their employment duties)

I have decided to participate in a Seminar/Course Abroad/Program Abroad at _____ from _____ through _____ (“the **Seminar**”). My participation is wholly voluntary. In consideration of Drake University’s agreement to permit me to participate in the Seminar, I agree as follows:

1. I, individually, and on behalf of my heirs, successors, assigns and personal representatives, hereby release, discharge and agree to indemnify and hold harmless Drake University (“Drake”) and its employees, agents, volunteers, affiliated companies, Instructors, chaperones, group leaders, officers, trustees and representatives from any and all liability whatsoever (including all liability arising directly or indirectly from the negligence of Drake or its employees, agents, volunteers, affiliated companies, Instructors, chaperones, group leaders, officers, trustees or representatives) for any and all damages, losses or injuries (including death) I sustain to my person or property or both, including, but not limited to, any claims, demands, actions, causes of action, judgments, damages, expenses and costs, including attorneys’ fees, which arise out of, result from, occur during or are in any way connected, directly or indirectly, with my participation in the **Seminar** or any travel incident thereto.

2. I understand that I am solely responsible for the consequences of my actions and for exercising caution and common sense while participating in the **Seminar**. I understand that Drake is not responsible for assisting me with any legal action that results from my failure to comply with the laws of the locale(s) where the **Seminar** is conducted.

3. I will comply with Drake’s rules, standards and instructions, and understand that the failure to do so may result in disciplinary action, including being sent home at my own expense, and without refund. I understand that my participation in the **Seminar** may be terminated if I am expelled or suspended from Drake or otherwise disciplined by Drake or civil authorities, or if Drake, in its sole discretion, determines that my conduct is disruptive or detrimental to myself, other Participants, or the operation or reputation of the **Seminar**. I agree to indemnify Drake if I do anything that causes it to sustain financial loss or liability.

4. I promise that I will be covered throughout the **Seminar**, and any travel incident thereto, by adequate health insurance, at my expense. If I am traveling outside the United States in connection with the **Seminar**, I understand that I am required to purchase an International Student Identity Card if I am a full-time student, which includes limited insurance coverage while I am abroad, including medical evacuation and repatriation benefits. Whether or not the **Seminar** includes travel outside the United States, I acknowledge that it is my responsibility to understand the benefits and limitations of my insurance coverage, and to purchase additional medical, travel or trip cancellation insurance if necessary. I agree that Drake is not responsible for any uninsured losses.

5. If I become ill, injured or incapacitated while participating in the **Seminar**, I authorize Drake to secure medical treatment for me, as recommended by local medical personnel, including the administration of anesthesia, surgery and medical evacuation. I authorize Drake to take whatever action it deems necessary and in my best interest (including transporting me out of the country) in the event of social or political unrest or any other unforeseen event or condition. I authorize Drake to share my health and safety information with my parents/guardians. If Drake incurs any expense on my behalf that is not covered by insurance, I agree to reimburse Drake for such expenses.

6. I understand that publicity for future **Seminars** may include statements or photographs of Participants, including me, and I consent to such use of my statements and photographs.

7. If I am traveling to one or more foreign countries, I understand and hereby acknowledge that I have received and reviewed the U.S. Consular Information, as well as the Centers for Disease Control Information, on travel to, in, and around the foreign countries; that I am aware of and understand the risks and dangers of travel to, in, and around the foreign countries; including, but not limited to, the dangers to our my health and personal safety posed by the use of public transportation, and by civil unrest, political instability, terrorism, crime, violence and disease. I hereby assume, knowingly and voluntarily, each of the risks that could arise out of or occur during my travel to, from, in or around the foreign countries.

8. I understand that the right is reserved by Drake, in its sole discretion, to cancel the **Seminar** or any aspect thereof prior to or after departure, requiring that all Participants and Visitors return to Des Moines at my/our sole expense.

9. I certify that I have read the Student Handbook: Drake Seminars and Off-Campus Courses/Programs, and all materials and information provided by the Instructor.

I, the undersigned, a Participant in the **Seminar**, acknowledge that I have read and voluntarily accept the terms and conditions set forth in this **SEMINAR PARTICIPANT RELEASE, INDEMNIFICATION AGREEMENT AND STATEMENT OF UNDERSTANDING**.

Signature of Participant

Date: _____

Printed Name of Participant

**SEMINAR VISITOR RELEASE,
INDEMNIFICATION AGREEMENT**

AND STATEMENT OF UNDERSTANDING

(To Be Signed by Each Adult Visitor on behalf of him/herself and any minors in his/her care)

I _____ (name), and the following minor(s), _____

(names of minors, if any), will accompany _____

_____, who is a Participant in the Seminar/course aboard/program abroad at _____ from _____ through _____ (“the **Seminar**”). My decision to accompany the Participant during the **Seminar** is wholly voluntary. In consideration of Drake University’s agreement to permit me/us to accompany the Participant during the **Seminar**, the receipt and sufficiency of which is hereby acknowledged, on behalf of myself and the minor(s) identified above, I agree as follows:

1. I, individually, and on behalf of my heirs, successors, assigns, personal representatives and the minor(s) identified above, hereby release, discharge and agree to indemnify and hold harmless Drake University (“Drake”) and its employees, agents, volunteers, affiliated companies, Instructors, chaperones, group leaders, officers, trustees, and representatives from any and all liability whatsoever (including all liability arising directly or indirectly from the negligence of Drake or its employees, agents, volunteers, affiliated companies, Instructors, chaperones, group leaders, officers, trustees, or representatives) for any and all damages, losses or injuries (including death) I or the minor(s) identified above sustain to my/our person or property or both, including, but not limited to, any claims, demands, actions, causes of action, judgments, damages, expenses and costs, including attorneys’ fees, which arise out of, result from, occur during or are in any way connected, directly or indirectly, with my/our participation in the **Seminar** or any travel incident thereto.

2. I understand that I am solely responsible for the consequences of my actions and for exercising caution and common sense while participating in the **Seminar**. I understand that Drake is not responsible for assisting me or the minor(s) identified above with any legal action that results from my/our failure to comply with the laws of the locale(s) where the **Seminar** is conducted.

3. I and the minor(s) identified above will comply with Drake’s rules, standards and instructions, and understand that the failure to do so may result in disciplinary action, including being sent home at my/our own expense, and without refund. I and the minor(s) identified above understand that my/our participation in the **Seminar** may be terminated if disciplined by Drake or civil authorities, or if Drake, in its sole discretion, determines that my/our conduct is disruptive or detrimental to myself/ourselves, other Participants, or the operation or reputation of the **Seminar**. I agree to indemnify Drake if I or the minor(s) identified above do anything that causes it to sustain financial loss or liability.

4. I promise that I and the minor(s) identified above will be covered throughout the **Seminar**, and any travel incident thereto, by adequate health insurance, at my expense. Whether or not the **Seminar** includes travel outside the United States, I acknowledge that it is my responsibility to understand the benefits and limitations of my/our insurance coverage, and to purchase additional medical, travel or trip cancellation insurance if necessary. I agree that Drake is not responsible for any uninsured losses.

5. If I or the minors identified above become ill, injured or incapacitated while participating in the **Seminar**, I authorize Drake to secure medical treatment for me/us, as recommended by local medical personnel, including the administration of anesthesia, surgery and medical evacuation. I authorize Drake to take whatever action it deems necessary and in my/our best interest (including transporting me/us out of the country) in the event of social or political unrest or any other unforeseen event or condition. If Drake incurs any expense on my/our behalf that is not covered by insurance, I agree to reimburse Drake for such expenses.

6. I understand that publicity for future **Seminars** may include statements or photographs of Visitors, including me and the minors identified above, and I consent to such use of my/our statements and photographs.

7. If I am traveling to one or more foreign countries, I understand and hereby acknowledge that I have received and reviewed the U.S. Consular Information, as well as the Centers for Disease Control Information, on travel to, in, and around the foreign countries; that I am aware of and understand the risks and dangers of travel to, in, and around the foreign countries; including, but not limited to, the dangers to our my/our health and personal safety posed by the use of public transportation, and by civil unrest, political instability, terrorism, crime, violence and disease. I hereby assume, knowingly and voluntarily, each of the risks that could arise out of or occur during my/our travel to, from, in or around the foreign countries.

8. I understand that the right is reserved by Drake, in its sole discretion, to cancel the **Seminar** or any aspect thereof prior to or after departure; requiring all **Seminar** Participants and Visitors to return to Des Moines at my/our sole expense.

9. I certify that I have read the Student Handbook: Drake Seminars and Off-Campus Courses/Programs, and all materials and information provided by the Instructor.

I, the undersigned, a Visitor to the **Seminar**, acknowledge that I have read and voluntarily accept the terms and conditions set forth in this **SEMINAR VISITOR RELEASE, INDEMNIFICATION AGREEMENT AND STATEMENT OF UNDERSTANDING**.

Signature of Visitor

Date: _____

Printed Name of Visitor

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Drake
DRAKE UNIVERSITY

**PADM 282-801, Comparative Management and Policy Analysis in a Global Context
“Building Sustainable Communities—Knowledge Replaces Ignorance,” March 16-
April 1, 2012**