Ohio University

The following information was submitted through the STARS Reporting Tool.

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Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

Institution type:

Doctorate

Institutional control:

Public

Which campus features are present and included in the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	Yes	Yes
Pharmacy school	No	No
Public health school	Yes	Yes
Veterinary school	No	No
Satellite campus	Yes	No
Hospital	No	No
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	No	No

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Regional campuses will report to STARS separately when the time and resources are available.

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

"---" indicates that no data was submitted for this field

Endowment size:

553,624,967 *US/Canadian $*

Total campus area:

1,673.70 *Acres*

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

8,035,665 *Gross Square Feet*

Conditioned floor area:

6,697,753 *Square Feet*

Floor area of laboratory space:

227,146 *Square Feet*

Floor area of healthcare space:

26,170 *Square Feet*

Floor area of other energy intensive space:

379,619 *Square Feet*

Floor area of residential space:

1,024,948 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	0.50
Coal	45.50
Geothermal	---
Hydro	1
Natural gas	16
Nuclear	34
Solar photovoltaic	---
Wind	2
Other (please specify and explain below)	1

A brief description of other sources of electricity not specified above:

Oil-fired and unspecified other.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	37.20
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	62.80
Other (please specify and explain below)	---

A brief description of other sources of building heating not specified above:

Academics and Demographics

Criteria

n/a

"---" indicates that no data was submitted for this field

Number of academic divisions:

12

Number of academic departments (or the equivalent):

46

Full-time equivalent enrollment:

23,700

Full-time equivalent of employees:

3,460

Full-time equivalent of distance education students:

3,062

Total number of undergraduate students:

23,504

Total number of graduate students:

5,282

Number of degree-seeking students:

23,331

Number of non-credit students:

0

Number of employees:

4,061

Number of residential students:

7,581

Number of residential employees:

20

Number of in-patient hospital beds:

0

Academics

Curriculum

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers, and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

Credit
Academic Courses
Learning Outcomes
Undergraduate Program
Graduate Program
Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Courses
Campus as a Living Laboratory

Academic Courses

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title

2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

• A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the Earth Charter).

• A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the STARS Technical Manual. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Submission Note:

The total number of academic departments differs within this credit from the number reported for IC-3: Academics and Demographics because sustainability-focused and related courses are offered within academic divisions that do not meet the Ohio University's definition of "academic department". For example, the Voinovich School of Leadership and Public affairs is not an academic department; however, the school houses all environmental studies courses, therefore the Voinovich School was counted as an academic department for the purpose of this credit.

"---" indicates that no data was submitted for this field

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	4,012	2,415
Number of sustainability courses offered	13	8
Number of courses offered that include sustainability	64	11

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

15

Total number of academic departments (or the equivalent) that offer courses (at any level):

51

Number of years covered by the data:

One

A copy of the institution's inventory of its course offerings with sustainability content (and course descriptions):

OHIO Course List 2014 for AC1.xlsx

An inventory of the institution's course offerings with sustainability content (and course descriptions):

The website URL where the inventory of course offerings with sustainability content is publicly available:

http://www.ohio.edu/sustainability/programs/academics.cfm

A brief description of the methodology the institution followed to complete the course inventory:

An initial survey was sent to all faculty participating in the Common Experience Project on Sustainability (CEP-S) to pilot the survey to be sent to all faculty, regardless of their participation in CEP-S. That survey provided an initial baseline of sustainability courses currently being offered at Ohio University.

Using survey responses, the initial course list was created. In an effort to gather a more comprehensive and accurate list of sustainability related and focused courses, an Office of Sustainability student employee was tasked with searching through the Ohio University course offerings database and searched for key words to add more courses to the list.

How did the institution count courses with multiple offerings or sections in the inventory?:

Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

Which of the following course types were included in the inventory?:

	Yes or No
Internships	No
Practicums	Yes
Independent study	Yes
Special topics	Yes
Thesis/dissertation	No
Clinical	No
Physical education	---
Performance arts	Yes

Does the institution designate sustainability courses in its catalog of course offerings?:

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, "degree programs" include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

Submission Note:

The degree inventory and enrollment numbers for this credit represent 2013-14 data.

"---" *indicates that no data was submitted for this field*

Number of students who graduated from a program that has adopted at least one sustainability learning outcome:

146

Total number of graduates from degree programs:

7,670

A copy of the list or inventory of degree, diploma or certificate programs that have sustainability learning outcomes:

A list of degree, diploma or certificate programs that have sustainability learning outcomes:

See attached document

A list or sample of the sustainability learning outcomes associated with degree, diploma or certificate programs (if not included in an inventory above):

See attached document

The website URL where information about the institution's sustainability learning outcomes is available:

Undergraduate Program

Criteria

Institution offers at least one:

• Sustainability-focused program (major, degree program, or equivalent) for undergraduate students

And/or

• Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education.*

"---" *indicates that no data was submitted for this field*

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students?:
Yes

The name of the sustainability-focused, undergraduate degree program (1st program):
Environmental Studies

A brief description of the undergraduate degree program (1st program):

The Honors Tutorial College program in Environmental Studies offers students a unique opportunity to explore nature-society relations in a highly interdisciplinary environment, drawing on faculty perspectives from the humanities, fine arts, social sciences, public health, physical and natural sciences, engineering, and communications.

The goal of the program is to cast light on the complex nature of the environmental problems that confront us, as well as the wide range of choices available as we plan for a more sustainable future. The tutorial program in Environmental Studies prepares talented and highly motivated students for graduate study or for an environmental career in a variety of fields and disciplines.

The website URL for the undergraduate degree program (1st program):

http://www.ohio.edu/honors/future-students/programs/environmental.cfm

The name of the sustainability-focused, undergraduate degree program (2nd program):

A brief description of the undergraduate degree program (2nd program):

The website URL for the undergraduate degree program (2nd program):

The name of the sustainability-focused, undergraduate degree program (3rd program):

A brief description of the undergraduate degree program (3rd program):

The website URL for the undergraduate degree program (3rd program):

The name and website URLs of all other sustainability-focused, undergraduate degree program(s):

Does the institution offer one or more sustainability-focused minors, concentrations or certificates for undergraduate students?:

Yes

The name of the sustainability-focused undergraduate minor, concentration or certificate (1st program):

Undergraduate Certificate Program

A brief description of the undergraduate minor, concentration or certificate (1st program):

The undergraduate certificate in environmental studies offers students in any
major a means of enhancing their curriculum with environmental content. The
certificate is multidisciplinary in that it requires students to complete
classes in several disciplines. The program is open to students in any major,
but it is especially relevant for those seeking environmentally related careers
in education, government, business, law, and consulting firms.

The website URL for the undergraduate minor, concentration or certificate (1st program):

http://www.ohio.edu/envstu/students/prospective/undergrad-certificate.cfm

The name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):

A brief description of the undergraduate minor, concentration or certificate (2nd program):

The website URL for the undergraduate minor, concentration or certificate (2nd program):

The name of the sustainability-focused undergraduate minor, concentration or certificate (3rd program):

A brief description of the undergraduate minor, concentration or certificate (3rd program):

The website URL for the undergraduate minor, concentration or certificate (3rd program):

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Graduate Program

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution offers at least one:

• Sustainability-focused program (major, degree program, or equivalent) for graduate students

And/or

• Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education.*

Submission Note:

Environmental Studies certificate also available.

"---" *indicates that no data was submitted for this field*

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:

Yes

The name of the sustainability-focused, graduate-level degree program (1st program):

Master of Science in Environmental Studies

A brief description of the graduate degree program (1st program):

Founded in 1970 as an interdisciplinary graduate program, the Voinovich School's Environmental Studies Program follows a learning-by-doing model of research and applied experience on a range of cross-cutting environmental and energy issues. The program offers a broader academic experience than a traditional course of study can provide. It gives students the flexibility to pursue coursework and research spanning numerous disciplines.

The website URL for the graduate degree program (1st program) :

http://www.ohio.edu/envstu/students/prospective/mses/index.cfm

The name of the sustainability-focused, graduate-level degree program (2nd program):

A brief description of the graduate degree program (2nd program):

The website URL for the graduate degree program (2nd program):

The name of the sustainability-focused, graduate-level degree program (3rd program):

A brief description of the graduate degree program (3rd program):

The website URL for the graduate degree program (3rd program):

The name and website URLs of all other sustainability-focused, graduate-level degree program(s):

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:
Yes

The name of the graduate-level sustainability-focused minor, concentration or certificate (1st program):
Environmental Sustainability Graduate Certificate

A brief description of the graduate minor, concentration or certificate (1st program):

The Environmental Sustainability Graduate Certificate is an opportunity for graduate students who are not enrolled in the Master of Science in Environmental Studies Program to receive recognition for taking a cross-section of environmentally-themed courses from a variety of disciplines. The Graduate Certificate program helps graduate students develop skills and understanding of cross-cutting sustainability themes. Students — whether full-time graduate students or working professionals — also improve their understanding of basic concepts of sustainability as they relate to their specific degree program or career.

The website URL for the graduate minor, concentration or certificate (1st program):
http://www.ohio.edu/envstu/students/current/grad-certificate.cfm

The name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

A brief description of the graduate minor, concentration or certificate (2nd program):

The website URL for the graduate minor, concentration or certificate (2nd program):

The name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

A brief description of the graduate minor, concentration or certificate (3rd program):

The website URL for the graduate minor, concentration or certificate (3rd program):

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Immersive Experience

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

For this credit, the program must meet one or both of the following criteria:

- It concentrates on sustainability, including its social, economic, and environmental dimensions

  And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

"---" *indicates that no data was submitted for this field*

Does the institution offer at least one immersive, sustainability-focused educational study program that meets the criteria for this credit?:
Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution:

Edinburgh: City and Environment. This environmentally-focused study abroad program takes place in Edinburgh, Scotland.In Edinburgh, one of Europe's most beautiful capital cities, students spend five weeks studying urban history and sustainability. Class lectures, guest speakers, and frequent field trips introduce students to key concepts relating to urban planning and governance, infrastructure design and management, resource provisioning and conservation, urban ecology, and social and environmental justice.

With more than half the world's population living "urban" already, and the movement from rural to urban accelerating rapidly, it is imperative that "we design our new cities - and retrofit our old ones - so that they are more efficient, just, and livable places," according to Program Director Dr. Geoff Buckley. Anyone interested in environmental studies, urban planning, and sustainability will be interested in this program, especially as it takes place in Edinburgh, a city renowned for its reputation as a leader in the worldwide effort to "green" our cities.

The website URL where information about the immersive program(s) is available:

http://www.ohio.edu/educationabroad/programs/edinburghcityenvironment.html

Sustainability Literacy Assessment

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and may also address values, behaviors and/or beliefs. Assessments that focus exclusively on values, behaviors and/or beliefs are not sufficient to earn points for this credit.

Institution may conduct a follow-up assessment of the same cohort group(s) using the same instrument.

This credit includes graduate as well as undergraduate students.

"---" indicates that no data was submitted for this field

The percentage of students assessed for sustainability literacy (directly or by representative sample) and for whom a follow-up assessment is conducted:

0

The percentage of students assessed for sustainability literacy (directly or by representative sample) without a follow-up assessment:

11

A copy of the questions included in the sustainability literacy assessment(s):

The questions included in the sustainability literacy assessment(s) :

1. What do you believe is the best definition of "sustainability"?
a. Living within your means
b. Reduce, reuse, recycle
c. Eating a well-balanced diet
d. Meeting the needs of the present without compromising future generations

2. What do you feel are the most important aspects of sustainability?
a. Environmental preservation and conservation
b. Social health and wellbeing
c. Economic vitality
d. All of the above

e. None of the above

3. Have you calculated your own carbon footprint?
a. Yes
b. No
c. What's a carbon footprint?

A brief description of how the assessment(s) were developed:

A pilot program occurred in FY 12 where a larger set of questions was asked to over 250 students. Through their responses and conversations after survey implementation, the above three questions were identified as the most relevant to "literacy" as it relates to sustainability. In order to comply with the Ohio University Cooperative Institutional Research Program (CIRP) who administers the survey, the requested that the sustainability literacy assessment had to be limited to three questions.

A brief description of how the assessment(s) were administered:

Initial Assessments: Incoming students (first year) at orientation are given the CIRP every 3 years - these questions are included on that assessment in order to assess sustainability literacy rates from incoming students in the Fall.
Follow-up Assessments: Then, all graduates will be emailed the same questions each spring to assess if coursework, co-curricular and extra-curricular experiences on campus assist in the development of "literacy" as it relates to sustainability.

As of Spring 2014, only two years of results have been collected. Spring 2016 will mark the first year of graduates that were also assessed as incoming Freshmen.

A brief summary of results from the assessment(s):

Surveys given during the 2011-2012 academic year at Ohio University indicated that sustainability literacy on campus is in a developing stage. Respondents recognize vague concepts of sustainability but not specific details such as standard definitions or the relationships between various sustainability concepts. Only 39.1% of respondents recognized the standard Brundtland definition as the best definition of sustainability; only 17.6% of respondents had calculated their own carbon footprint; and though the majority of respondents recognized many tenets of sustainability, only 23% of respondents recognized either infrastructure or social justice as components of sustainability. Data from these surveys can be used as a baseline to evaluate strategies to increase sustainability literacy on campus.
Only 39.1% of respondents chose the standard Brundtland definition as the best definition of sustainability. The rest chose definitions which captured only some of the concepts of sustainability (environmental concerns, definition A: 25.6%; personal responsibility and environmental concerns, definition B: 22.7%; ecological balance, definition D: 8.8%; or other (respondent-written definitions covering various aspects of sustainability), no answer: 3.8%). Although respondents could have been aware of the Brundtland definition but not felt it was the best definition, the responses seem to indicate that a majority of respondents are not familiar with the standard sustainability definition.

The majority of respondents at Ohio University have not taken a carbon footprint quiz, which is a method of measuring individual sustainability. Only 17.7% of respondents had taken a carbon footprint quiz. Since carbon footprint quizzes are easy to administer, easy to take, and cover many concepts of sustainability, requiring carbon footprint quizzes in some Ohio University courses could be a simple strategy for increasing sustainability literacy on campus.

Answers to the third question, "what does sustainability mean to you?", indicate that the majority of respondents have at least a vague understanding of sustainability concepts, but are not aware of the details of the relationship between sustainability and many aspects of

campus life. For example, energy usage and corresponding costs could be cut drastically if the infrastructure on campus was more energy efficient, but only 23% of respondents saw infrastructure as an aspect of sustainability. Social justice, a basic tenet of Ohio University's Sustainability Plan, was also only considered a component of sustainability by 23% of respondents. Other categories that received lower scores were personal wellness, living simply, and behavior change. These categories could be targeted in a campus-wide sustainability awareness campaign.

The website URL where information about the literacy assessment(s) is available:

Incentives for Developing Courses

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program specifically aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

"---" *indicates that no data was submitted for this field*

Does the institution have an ongoing incentives program or programs that meet the criteria for this credit?:
Yes

A brief description of the program(s), including positive outcomes during the previous three years:

Kanawha Project:
Environmental literacy is increasingly being recognized as an important asset in the professional, educational, and personal spheres. A person who is environmentally-literate understands basic environmental concepts, holds beliefs related to sustainability, and has skills to solve environmental problems. One of the most essential populations to work with to enhance environmental literacy is undergraduate students. This population is only a few steps away from becoming the business and community leaders who will have the power to make decisions that will affect the sustainability of the global environment.

Understanding where you live in relation to the environment is one important component of environmental literacy. The goal of the Kanawha Project, named for the physiographic region in which Ohio University is situated, is to develop the environmental literacy of undergraduate students. The project will enhance the undergraduate curriculum through faculty professional development.

Faculty development in environmental literacy will strengthen the curriculum and enhance the undergraduate experience. Knowledge of environmental sustainability issues will give Ohio University graduates a competitive advantage in the workforce. In addition, environmental literacy will enable them to make wise consumer choices that can positively contribute to environmental quality and sustainability.

A brief description of the incentives that faculty members who participate in the program(s) receive:

$500 stipends, free workshops and resources, meals during events.

The website URL where information about the incentive program(s) is available:

http://www.ohio.edu/envstu/Kanawha_main.cfm

Campus as a Living Laboratory

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the STARS Technical Manual). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by *AC 5: Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

"---" *indicates that no data was submitted for this field*

Is the institution utilizing the campus as a living laboratory in the following areas?:

	Yes or No

Air & Climate	Yes
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	Yes
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	---
Health, Wellbeing & Work	Yes
Investment	Yes
Public Engagement	Yes
Other	No

A brief description of how the institution is using the campus as a living laboratory for Air & Climate and the positive outcomes associated with the work:

Ohio University is located in the Ohio River Valley, which is home to 42 coal-fired power plants. These power plants, though profitable, produce a significant amount of air pollution. Dr. Kevin Crist directs Ohio University's Center for Air Quality in the Russ College of Engineering. The center includes a consortium of researchers that collect air pollution data for use by colleagues in the field and state and federal policy makers. Researchers also conduct studies on air pollution's effect on public health. The center is the first broad-based effort to scientifically monitor and measure the emissions generated in the Ohio River Valley region.

Gary Conley is also making strides in air pollution and monitoring research at Ohio University. Conley is a supervisor with the Voinovich School providing project support for the Center for Air Quality with the Institute for Sustainable Energy & the Environment that is held

within the Russ College of Engineering and Technology. He operates the Athens Supersite which monitors air pollution transported through and deposited in Athens. The monitoring site measures atmospheric and wet-deposition mercury, meteorological data, and regionally-transported gas pollutants. Conley also supervises student research that includes the identification of pollution sources and evaluation of environmental impacts.

A brief description of how the institution is using the campus as a living laboratory for Buildings and the positive outcomes associated with the work:

The Ohio University Sustainability Plan is composed of 35 benchmarks or university sustainability priorities. Benchmark 12 is entitled "Evaluate LEED EBOM of exiting facilities". In various courses offered at the university, students are given the opportunity to evaluate a building on campus for LEED EBOM eligibility for credit.

Another, and probably the most obvious, example of Ohio University's efforts to make the campus a living laboratory for buildings is the OHIO Ecohouse. The Ecohouse is currently the only residence at Ohio University that offers students the chance to focus on sustainable behaviors. The mission of the OHIO Ecohouse is to demonstrate affordable green technology and sustainable living in order to inform, engage and inspire both residents and visitors. The OHIO Ecohouse is not just another student home – it is a dynamic education experience which promotes critical thinking and tangible actions toward sustainability. Any student at Ohio University (undergraduate or graduate) who is eligible to live off campus is welcome to apply to live in the house.

A brief description of how the institution is using the campus as a living laboratory for Dining Services/Food and the positive outcomes associated with the work:

The Culinary Services Development Committee (CSDC) is a student-led group that is also composed of various members of the Culinary Services staff. The committee meets bi-weekly to discuss relevant issues to dining halls.The CSDC has been instrumental in providing feedback that has led to the improvements such as new partnerships that have allowed the university to offer organically grown and fair trade coffee and all Culinary Service venues are now utilizing soaps and detergents that are biodegradable. The most recent initiative that the CSDC has been involved in is the reusable bag program, in which all incoming Freshmen on a meal plan in Fall 2013 were provided with a reusable bag free of charge.

A brief description of how the institution is using the campus as a living laboratory for Energy and the positive outcomes associated with the work:

Dr. Sarah Davis, Assistant Professor in the Voinovich School of Leadership and Public Affairs, is an ecosystem ecologist with experience in energy bioscience. Dr. Davis, with the assistance of several graduate students, is studying bioenergy production systems in 30 plots spread across two different locations within the Land Lab. Situated on the south side of the Ohio University Athens campus is 740 acres of land known as the Ridges; 200 acres of that land has been dedicated as a Land Laboratory. It is on this land that Dr. Davis conducts bioenergy research experiments.

A brief description of how the institution is using the campus as a living laboratory for Grounds and the positive outcomes associated with the work:

Ohio University is home to the largest in-vessel composting facility at any college or university in the nation. The facility can accept up to 6+ tons of food waste per day, which allows 100% of the food waste that is produced in dining facilities across campus to be composted. Once the food waste and other organic matter are in the composting facility on campus, the final product is then used on university grounds such as garden beds. Excess soil amendment is also sold to students, faculty, staff and community members looking for high

quality soil for gardening and class projects. Classes, student groups, organizations, and the public are welcome to schedule a tour of the facility. Educating the University community and public about the importance of composting is a strong priority of the Office of Sustainability; therefore, it is required that each Office employee is proficient in the Compost Facility tour materials and is able to lead a tour at any time.

A brief description of how the institution is using the campus as a living laboratory for Purchasing and the positive outcomes associated with the work:

Ohio University's Sustainability Plan outlines eight benchmarks which highlight the purchasing power of students, faculty and staff. Most notably, the University's official point of sale for computer products, Bobcat Depot, has committed to selling only EPEAT Gold-rated products (or higher) to students, faculty and staff. Initiatives such as this allow for educational opportunities regarding the important role each of us plays in procurement on campus and within our community. As a result of such commitments, various students (through classes such as ES4900: Sustainability Implementation), are working to develop Sustainable Procurement policies, guidelines and resources for the entire campus community on a variety of topics. An example of a successful purchasing-related project is the development of a campus-wide educational campaign for faculty, staff and students that focuses on tips for purchasing personal vehicles in a more sustainable manner.

A brief description of how the institution is using the campus as a living laboratory for Transportation and the positive outcomes associated with the work:

In Fall 2014, Sustainable Ohio University Leaders (SOUL), the implementation arm of the Sustainability Plan, was offered as a for-credit option for students. Students were given the opportunity to pick a project to work on for the semester that would positively impact the objectives and goals of the Sustainability Plan. One student chose a project that aimed to reduce single occupancy vehicles (SOV) on campus. The student worked with Parking Services to collect historical data on parking permits sold. At the conclusion of the semester, the student proposed an amendment to the Sustainability Plan which included a new structure of fees for parking permits that would provide incentives to decrease SOV. This student is continuing this project in Spring 2015 to advance the proposals made in Fall 2014.

A brief description of how the institution is using the campus as a living laboratory for Waste and the positive outcomes associated with the work:

In Fall 2014, the Student Zero Waste Coordinator at Ohio University created the Ohio University Green Event Guide. By means of a checklist, the guide helps student organizations, colleges, departments, and individuals identify the components of their event that can be made sustainable and how to achieve zero waste. Participants can meet with the Zero Waste Coordinator prior to their event to officially receive recognition for hosting a "Certified Green Event." The Green Event Guide can be found here:

http://www.ohio.edu/sustainability/programs/upload/OHIO-Green-Event-Guide-2014-15.pdf

Compost initiatives at Ohio University are also a great example of how the university is a living laboratory for waste minimization. Ohio University is home to the largest in-vessel compost facility at any college or university in the nation. The facility is situated on several acres of land and, therefore, is the perfect location for students and research faculty to conduct waste-related research. For instance, waste to energy research is currently being conducted at the facility by Dr. Sarah Davis. Historically, experiments and Ph.D research relating to biodegradable materials have also been hosted on-site.

A brief description of how the institution is using the campus as a living laboratory for Water and the positive

outcomes associated with the work:

Acid mine drainage (AMD) from abandoned coal mines affects the quality of both ground water and surface water in the region of southeast Ohio, where Ohio University is located. Faculty and students of the Ohio Research Institute for Transportation and the Environment, which is housed within the Ohio University Russ College of Engineering and Technology, are currently studying promising solutions for AMD remediation. For example, faculty and students are currently working to create predictive models based on water quality, flow rate, and water table measurements taken in the field to develop groundwater and surface water restoration plans. Work with AMD has also become interdisciplinary at Ohio University; a professor of painting and drawing is extracting the compounds found in AMD and utilizing them for use in paint and artworks.

A brief description of how the institution is using the campus as a living laboratory for Coordination, Planning & Governance and the positive outcomes associated with the work:

In 2011, when the Sustainability and Climate Action plans had been created, President Roderick McDavis created the Ecology and Energy Conservation Committee (EECC) as an inclusive governance approach that also utilizes institutional administrative structures.. The EECC manages the implementation of the plans and oversees other related issues. Members of the committee are appointed by the president; the committee is composed of 4 faculty, 2 undergraduates, 1 graduate student, 1 community member, and 1 administrator. Sustainable Ohio University Leaders (SOUL) transpired as a response to implementation efforts of the EECC.

Sustainable Ohio University Leaders (SOUL) is a liaison group composed of students, faculty, and staff. SOUL is the implementation arm of the University's Sustainability and Climate Action Plans. The mission of SOUL is to empower students, faculty and staff of different educational and experiential backgrounds to engage in open dialogue, develop strong capacities for leadership, and embed sustainability into every facet of academic, operational, and institutional practices.

A brief description of how the institution is using the campus as a living laboratory for Diversity & Affordability and the positive outcomes associated with the work:

A brief description of how the institution is using the campus as a living laboratory for Health, Wellbeing & Work and the positive outcomes associated with the work:

The Ohio University Heritage College of Osteopathic Medicine has a community health program that aims to develop and deliver quality medical and health care services for children and adults throughout southeastern Ohio. The community health program has two 40-foot mobile clinics that regularly visit counties throughout southeast Ohio. The mobile health clinics are staffed by volunteer physicians, a certified nurse practitioner, a registered nurse, and an assistant coordinator. The clinics are also often accompanied by an AmeriCorps volunteer or an Ohio University student studying osteopathic medicine.

A brief description of how the institution is using the campus as a living laboratory for Investment and the positive outcomes associated with the work:

The Sustainable Investing Advisory Committee (SIAC) is a student organization that works to develop investment guidelines in partnership with the Student Equity Management Group (SEMG) and the Fixed Income Management Group (FIMG). The investment guidelines wil, in turn, help these student groups to incorporate environmental, social and corporate governance (ESG) analysis into their investment decision-making. The investment funds for the group are provided by, and on behalf of, The Ohio University Foundation.

SIAC is supervised by faculty and sustainability advisers, and is supported by a Graduate Assistant in the Office of Sustainability. All three student groups report to The Ohio University Foundation.

A brief description of how the institution is using the campus as a living laboratory for Public Engagement and the positive outcomes associated with the work:

The Ohio University Ecohouse is a sustainable living laboratory and home available to three undergraduate and/or graduate students annually. The home was originally a farm house on the Ridges property; however, in 2004 over $60,000 in grant money was acquired and utilized for the purpose of retrofitting the house with sustainable amenities such as solar panels, energy efficient appliances, and a biomass furnace. Each year, the residents of the home are required to enroll in a 1-credit hour class that is intended to educate the residents about the house features. Through this course, the students are required to complete one project related to sustainable living of their choosing. Classes, student groups, and community members are welcome to contact the Office of Sustainability to schedule a tour of the house and the home's surrounding features. Sustainable features of the house and workshops on sustainable living are ongoing and continuous turn-over of topics does occur so as to keep the lessons timely and applicable to participating students.

A brief description of how the institution is using the campus as a living laboratory in Other areas and the positive outcomes associated with the work:

The website URL where information about the institution's campus as a living laboratory program or projects is available:

Research

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Criteria

Part 1

Institution's faculty and/or staff conduct sustainability research and the institution makes an inventory of its sustainability research publicly available.

Part 2

Institution's academic departments (or the equivalent) include faculty and staff who conduct sustainability research.

Any level of sustainability research is sufficient to be included for this credit. In other words, a researcher who conducts both sustainability research and other research may be included.

In order to report for this credit, the institution should conduct an inventory to identify its sustainability research activities and initiatives.

Each institution is free to choose a methodology to identify sustainability research that is most appropriate given its unique circumstances. For example, an institution may distribute a survey to all faculty members and ask them to self-identify as being engaged in sustainability research or ask the chairperson of each department to identify the sustainability research activities within his or her department. The research inventory should be based on the definition of "sustainability research" outlined in Standards and Terms and include, at minimum, all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

"---" indicates that no data was submitted for this field

Number of the institution's faculty and/or staff engaged in sustainability research:

74

Total number of the institution's faculty and/or staff engaged in research:

944

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:

24

The total number of academic departments (or the equivalent) that conduct research:

A copy of the sustainability research inventory that includes the names and department affiliations of faculty and staff engaged in sustainability research:

Benchmark 35 Faculty members researching sustainability.xlsx

Names and department affiliations of faculty and staff engaged in sustainability research:

See uploaded document

A brief description of the methodology the institution followed to complete the research inventory:

The Consortium for Energy, Economics and the Environment (CE3) provides a strong research and teaching platform for faculty, staff and students interested in energy and environmental issues, coupled with the extensive regional resources of Southeastern Ohio. In FY13, a graduate assistant in the Office of Sustainability consulted CE3 when gathering information for this credit. Unfortunately the infrastructure for tracking all sustainability-related research activities is not yet set up on an institutional basis; therefore, the total number of faculty engaged in sustainability research is an educated guess.

A brief description of notable accomplishments during the previous three years by faculty and/or staff engaged in sustainability research:

1.) Marina Peterson, Performance Studies (Interdisciplinary Arts): Social Sustainability, Globalization.
2.) Jason Trembly,Mechanical Engineering: Ohio University's sustainable energy institute researches remediation of hydraulic fracturing wastewater
3.) Ryan Fogt, Geography: weather systems that impact Antarctic climate change
4.) John Sabraw, Art: sustainable art

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships. The program specifically aims to increase student sustainability research.
- An ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops. The program specifically aims to increase faculty sustainability research.
- Formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and e-learning objects focused on sustainability.

"---" indicates that no data was submitted for this field

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?:

Yes

A brief description of the institution's program(s) to encourage student research in sustainability:

Every year, the Voinovich Scholar Program matches students with faculty and projects that directly provide students the opportunity to do research in sustainability. While the program is not focused exclusively on sustainability, sustainability has been an impactful topic for participants.

The AEP Watershed grant awarded to the Voinovich School for the past several years has provided support for undergraduate students and graduate students conducting watershed research with the interdisciplinary Appalachian Watershed Research Group. This support provides Graduate Assistantship funding during the academic year in addition to research money to be utilized during the summer. These students are commonly co-authors on reports to outside funders such as Ohio EPA and ODNR and on occasion are co- authors on peer reviewed work.

Sustainable Ohio University Leaders (SOUL) is a group on campus made up of students, faculty, and staff working to further sustainability implementation efforts at Ohio University. Students can take a SOUL class for credit in which they are given an internship-like project to complete by the end of the semester. The purpose of each project is to further the implementation of some aspect

of the Ohio University Sustainability Plan.

Ohio University's Office of Sustainability staff members frequently guest lecture in classrooms across campus. During these lectures, staff provide students with information and resources available in aiding them to sustainability-focused research. As a direct result of these guest lectures, students have gone on to perform LEED EBOM checklists, evaluate energy usage, and perform waste audits in dining facilities.

The website URL where information about the student research program is available:

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?:

Yes

A brief description of the institution's program(s) to encourage faculty research in sustainability:

The Kanawha Project is an multi-year program that is intended to train faculty from across disciplines on sustainability and climate change topics. The overall intention of the project is that faculty will integrate these topics into their courses and research. It has been done multiple times with different sources of funding. The program is housed in the Voinovich School of Leadership and Public Affairs and is funded by the 1804 grant, which is an Ohio University fund that supports faculty research and scholarly activities. Currently a faculty member from Political Science and a staff member from Environmental Studies are the key program organizers.

The website URL where information about the faculty research program is available:

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

Yes

A brief description or the text of the institution's policy regarding interdisciplinary research:

Each department at Ohio University has different requirements regarding tenure and promotions; however, in general the process requires faculty to submit documentation regarding interdisciplinary contributions.

The website URL where information about the treatment of interdisciplinary research is available:

http://www.ohio.edu/provost/apaa/faculty-tenure-track.cfm

Does the institution provide ongoing library support for sustainability research and learning that meets the criteria for this credit?:

Yes

A brief description of the institution's library support for sustainability research and learning:

The Ohio University Library system employs 19 subject librarians, one of which is specifically dedicated to Environmental Studies. This librarian is available to help students and/or faculty with research regarding all topics relating to environmental studies, including sustainability. The University Libraries website (linked below) has links to resources specific to research in environmental science and sustainability.

The website URL where information about the institution's library support for sustainability is available:

http://libguides.library.ohiou.edu/environmental-studies

Access to Research

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Engagement

Campus Engagement

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored co-curricular sustainability offerings, often coordinated by student affairs offices, help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support faculty and staff engagement, training, and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit
Student Educators Program
Student Orientation
Student Life
Outreach Materials and Publications
Outreach Campaign
Employee Educators Program
Employee Orientation
Staff Professional Development

Student Educators Program

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

- Selects or appoints students to serve as educators and formally designates the students as educators (paid and/or volunteer),
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or other financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

This credit recognizes ongoing student educator programs that engage students on a regular basis. For example, student educators may be responsible for serving (i.e. directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students avail themselves of the outreach and education offerings.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by *EN 5: Outreach Campaign* and *EN 3: Student Life*.

"---" *indicates that no data was submitted for this field*

Does the institution coordinate one or more ongoing student, peer-to-peer sustainability outreach and education programs that meet the criteria for this credit?:
Yes

Number of degree-seeking students enrolled at the institution:
23,331

Name of the student educators program (1st program):
EcoReps

Number of students served (i.e. directly targeted) by the program (1st program):
23,331

A brief description of the program, including examples of peer-to-peer outreach activities (1st program):

EcoReps at Ohio University is a residential-based group, though involvement from and service to non-residents is also a priority. This groups focuses on peer-to-peer education on issues relating to sustainability. Programs include: Residential Hall activities such as compost education, presentations, reused craft events, local food programs. EcoReps also give presentations to student organizations or classes; the President of EcoReps is also actively involved in Sustainable Ohio University Leaders (SOUL), see student educators program 2.

A brief description of how the student educators are selected (1st program):

Students self-select. It is a student organization that is open to all Ohio University students.

A brief description of the formal training that the student educators receive (1st program):

The President runs through all activities with the participants so they can then lead activities with others.

A brief description of the financial or other support the institution provides to the program (1st program):

The organization has a faculty advisor and can gain funding from the Student Activities Council by applying for funds. Office of Sustainability offers support when possible.

Name of the student educators program (2nd program):

Sustainable Ohio University Leaders (SOUL)

Number of students served (i.e. directly targeted) by the program (2nd program):

23,331

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

All students, faculty and staff are invited to participate in SOUL, the implementation and education/outreach organization dedicated to the fulfillment of the Sustainability and Climate Action Plans. Any student, undergraduate or graduate, regardless of major can take SOUL as an internship opportunity for credit. An Office of Sustainability undergraduate student employee is selected to be the teaching assistant for the course each semester. This allows the student employee to gain experience educating peers. The teaching assistant works with the Director of sustainability to assign each student in the course a project that is specific to their future career goals and Sustainability Plan implementation needs; some of these projects involve a peer-to-peer outreach component. For example, in Spring 2015, one of the students in the course has been assigned a project that includes marketing sustainability courses on campus in an effort to encourage higher enrollment in sustainability themed and sustainability focused classes.

A brief description of how the student educators are selected (2nd program):

At this time, students can self-select to be involved. The organization is new enough that we need not be selective on involvement numbers.

A brief description of the formal training that the student educators receive (2nd program):

Meetings are held regularly to offer hands-on, peer-to-peer training on a variety of topics. Participants can present to other groups to help disseminate information across campus. Depending on the goals of each student's project, they may be selected to present information to administrative personnel if the outcome of their project has been significant. Each week, students participate in a discussion-based lecture in which they develop skills that help them develop and achieve goals associated with their assigned project. Twice a semester, students are also required to present their projects to their peers.

A brief description of the financial or other support the institution provides to the program (2nd program):

Office of Sustainability is currently the financial and staff supporter of this organization. The organization also reports to the Ecology and Energy Conservation Committee, a university standing committee responsible for the oversight of the Sustainability and Climate Action Plans.

Name of the student educators program (3rd program):

Number of students served (i.e. directly targeted) by the program (3rd program):

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):

A brief description of how the student educators are selected (3rd program):

A brief description of the formal training that the student educators receive (3rd program):

A brief description of the financial or other support the institution provides to the program (3rd program):

Name(s) of the student educator program(s) (all other programs):

Number of students served (i.e. directly targeted) by all other student educator programs:

A brief description of the program(s), including examples of peer-to-peer outreach activities (all other programs):

A brief description of how the student educators are selected (all other programs):

A brief description of the formal training that the student educators receive (all other programs):

A brief description of the financial or other support the institution provides to the program (all other programs):

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually:

The website URL for the peer-to-peer student outreach and education program(s):

Student Orientation

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g. making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

"---" indicates that no data was submitted for this field

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

77

A brief description of how sustainability is included prominently in new student orientation:

All first year and transfer students are required to attend Bobcat Student Orientation. Beginning in summer 2012, students and parents attending orientation were given the opportunity to attend the Involvement Resource Fair at which time the Office of Sustainability was able to educate new students and parents about purchasing sustainable school products and how to get involved with sustainable initiatives on campus. Then Orientation programs also highligh sustainability (in multiple locations throughout the booklet) as an institutional value and priority.

Beginning in the 2012-2013 calendar year, the Office of Sustainability was given a section of the orientation handbook, which is given to all incoming students. The Office of Sustainability also trains orientation guides to present aspects of sustainability to all incoming students.

The website URL where information about sustainability in student orientation is available:

Student Life

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

"---" *indicates that no data was submitted for this field*

Does the institution have one or more co-curricular sustainability programs and initiatives that fall into the following categories?:

	Yes or No

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	No
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	No
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	No

The name and a brief description of each student group focused on sustainability:

EcoReps: EcoReps is a student organization focused on offering friendly, sustainable education to its peers in a multitude of ways. EcoReps participate in various ecological volunteer opportunities on campus and around the City of Athens in an effort to improve the community and collaborate with other organizations, including the Office of Sustainability, to promote environmentalism. EcoReps strives to lead by example and encourage a sustainable culture around campus and constantly educate themselves and others about what it means to live a sustainable lifestyle.

SOUL: Sustainable Ohio University Leaders (SOUL) is a liaison group open to all students, faculty and staff. SOUL works to further the implementation of the Sustainability Plan and the Climate Action Plan by dividing into 4 sub-groups, which each meet at least twice a semester. Through an online communication and task management platform, SOUL members work on each benchmark of the Sustainability Plan.

The overall mission of SOUL is to fulfill the Ohio University Sustainability Plan and Climate Action plan by empowering students, faculty, and staff of different educational and experiential backgrounds to engage in open dialogue, develop strong capacities for leadership, and embed sustainability into every facet of academic, operational, and institutional practices.

SIAC: The Sustainable Investing Advisory Committee (SIAC) is a student organization that works to develop investment guidelines in partnership with the Student Equity Management Group (SEMG) and the Fixed Income Management Group (FIMG). The investment guidelines will in turn help these student groups to incorporate environmental, social and corporate governance (ESG) analysis into their investment decision-making. The groups invest funds provided by, and on behalf of, The Ohio University Foundation. SIAC is supervised by faculty and sustainability advisors. All three student groups report to The Ohio University Foundation.

Bobcats Building a Better World: BBBW is a group of engineering students that meets weekly to develop sustainable designs that are solutions to problems in international disadvantaged communities. The design process is culminated with a small group of students traveling to implement the designs.

College Green Magazine: Comprised of students in all areas of study, the College Green Magazine is an independent online publication dedicated to publishing provocative and engaging environmental news.

Ohio University Fair Trade: This student organization aims to educate students about fair trade as a movement and encourage involvement. This organization falls within the social justice category.

Save Our Seas (SOS): The purpose of this student organization is to spread awareness on campus about the threats facing the Earth's oceans and it's inhabitants. The organization also supports worldwide organizations such as Sea Shepherd Conservation Society and Oceana.

Student Sierra Coalition: The Student Sierra Coalition is a group of environmentally conscious student advocates that focus on environmental leadership both on and off campus.

Wildlife Club: This student organization is dedicated to wildlife, conservation, and education. The meetings typically focus on planning wildlife-related events, volunteer activities, and discussions on varies topics in wildlife and conservation.

The website URL where information about student groups is available:

http://author.oit.ohio.edu/sustainability/resources/Service-Learning.cfm

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

The OHIO Ecohouse Community Garden has 10 plots available to the campus community to learn how to grow, harvest, preserve, and winterize home organic gardens. Participation is free. Workshops are frequently held to promote these efforts. A student garden manager maintains the community garden space in the summer and fall months; this student employee also ensures that all participants are collaboratively responding to the garden rules. Each gardener is expected to donate a tithe of the produce harvested to local food pantries.

The website URL where information about the organic agriculture and/or sustainable food systems projects and initiatives is available:

http://ohio.edu/ecohouse/community-garden/rules.cfm

A brief description of student-run enterprises that include sustainability as part of their mission statements or stated purposes:

The website URL where information about the student-run enterprise(s) is available:

A brief description of the sustainable investment or finance initiatives:

The Sustainable Investing Advisory Committee (SIAC) is a student organization that works to develop investment guidelines in partnership with the Student Equity Management Group (SEMG) and the Fixed Income Management Group (FIMG). The investment guidelines will in turn help these student groups to incorporate environmental, social and corporate governance (ESG) analysis into their investment decision-making. The groups invest funds provided by, and on behalf of, The Ohio University Foundation. SIAC is supervised by faculty and sustainability advisors. All three student groups report to The Ohio University Foundation.

The website URL where information about the sustainable investment or finance initiatives is available:

http://www.ohio.edu/sustainability/siac.cfm

A brief description of conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience:

Ohio University has named "sustainability" as the theme for its innovative "Common Experience Project"; an interdisciplinary project intended to offer faculty the support and resources necessary to offer a common conversation for all students to engage in.

Since adopting sustainability as the common experience theme, a variety of speakers have traveled to Ohio University for the purpose of educating students, faculty, and staff about various sustainability-related topics. For example, in the fall of 2014, Dr. Jon Barnett, a professor of geography at the University of Melbourne and lead author on the Intergovernmental Panel on Climate Change let an informative discussion. His presentation was titled "Climate Change and Human Security". The event was co-sponsored by the Environmental Studies Program, the Department of Geography, and the Sustainability Theme.

The Ohio University Science Cafés and Café Conversations are a venue for students to informally share their interests during a conversational exchange with faculty, staff and the community in a friendly setting. All Cafés are held in a central location on campus and inspire a diversity of discussions on issues related to science. In Fall 2014, Dr. Ryan Fogt, a professor of Geography at Ohio University was featured at a Science Café with a presentation titled: "All Coupled Climate Models are Wrong, Some are Useful".

The website URL where information about the event(s) is available:

http://www.ohio.edu/sigmaxi/sciencecafe/

A brief description of cultural arts events, installations or performances related to sustainability that have students as the intended audience:

In March 2013, three Ohio University Recycling Center student employees created a temporary sculpture located on campus between several residence halls. The installation was created using numbers 1 and 2 plastics that had been recycled on campus over the past four weeks. The purpose of the sculpture was to bring attention to the upcoming recycling competition, RecycleMania, which is a friendly competition between college and university recycling programs.

In the 2014 Spring Semester, the Common Experience Project on Sustainability sponsored a sustainability film series. Students were among the intended audience, however the entire campus and community were invited to view the films for free. The series offered a global, cultural, and environmental exploration of sustainability.

The website URL where information about the cultural arts event(s) is available:

http://www.ohio.edu/compass/stories/13-14/9/common-experience-project-sustainability.cfm

A brief description of wilderness or outdoors programs for students that follow Leave No Trace principles:

The website URL where information about the wilderness or outdoors program(s) is available:

A brief description of sustainability-related themes chosen for themed semesters, years, or first-year experiences:

As of FY13, Ohio University has named "sustainability" as the theme for its innovative "Common Experience Project"; an interdisciplinary project intended to offer faculty the support and resources necessary to offer a common conversation for all students to engage in.

The website URL where information about the theme is available:

http://www.ohio.edu/sustainability/resources/curriculum.cfm

A brief description of program(s) through which students can learn sustainable life skills:

The OHIO Ecohouse is a unique off-campus living and learning laboratory. The Ecohouse is currently the only residence at Ohio University that offers students the chance to focus on sustainable behaviors. Any student (undergraduate or graduate) who is eligible to live off-campus is invited to apply to live in the house to further their knowledge of and investment in sustainable living.

Tours of the OHIO Ecohouse are available to all students, faculty, staff, and community members. Tours are led by Office of Sustainability student employees and staff members. The tours showcase the features of the house and aim to educate the campus and surrounding community about how living sustainably is important and can be incorporated into anyone's lifestyle.

The website URL where information about the sustainable life skills program(s) is available:

http://www.ohio.edu/ecohouse/

A brief description of sustainability-focused student employment opportunities:

Every year the Office of Sustainability has a number of undergraduate student employees, interns, and graduate assistants. Students from any discipline are encouraged to apply for open positions in the office; however, if the student's interests are not matched by current postings, they are welcome to apply and the Director of Sustainability will work with them to develop a position that benefits both the Office and the student.

All members of the OHIO student staff are trusted with meaningful projects that advance the Office's goals and mission while contributing to student success. During their time in the Office, students are invited to dedicate approximately 15% of their time on professional development. Through the help of the Director of Sustainability and the Professional Development Coordinator, students are guided through a skills-set assessment and then develop a plan for thoughtful reflection and development of personal skills. This is done in an effort to allow students to proactively approach their plans after graduation.

The website URL where information about the student employment opportuntities is available:

http://www.ohio.edu/sustainability/about/volunteers-and-interns.cfm

A brief description of graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions:

The website URL where information about the graduation pledge program is available:

A brief description of other co-curricular sustainability programs and initiatives:

The website URL where information about other co-curricular sustainability programs and initiatives is available:

Outreach Materials and Publications

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials may include the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Food service area signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and incorporating sustainability into the residential experience
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Other

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

Submission Note:

The Office of Sustainability website is currently transitioning to a new format, so may be under construction frequently in the coming year.

"---" *indicates that no data was submitted for this field*

Does the institution produce the following outreach materials and/or publications that foster sustainability learning and knowledge? :

	Yes or No

A central sustainability website that consolidates information about the institution's sustainability efforts	Yes
A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	No

A brief description of the central sustainability website:

The Ohio University Office of Sustainability has a website which features the Sustainability Plan, the Climate Action Plan, sustainability-related programs featured at the university, links to sustainability-related social media accounts, and opportunities for campus sustainability engagement.

The website URL for the central sustainability website:

http://www.ohio.edu/sustainability

A brief description of the sustainability newsletter:

ROUTES is the Office of Sustainability's online newsletter which was launched in January 2012. The ROUTES newsletter features Sustainable Ohio University Leaders updates, campus and community news, as well as campus involvement opportunities.

The website URL for the sustainability newsletter:

http://ohio.edu/sustainability/about/index.cfm

A brief description of the social media platforms that focus specifically on campus sustainability:

The Office of Sustainability actively engages in social media marketing and communications through four well-known social media platforms. These platforms include: Faceboook, Twitter, Pinterest, and LinkedIn.

The website URL of the primary social media platform that focuses on sustainability:

http://facebook.com/SustainableOU

A brief description of the vehicle to publish and disseminate student research on sustainability:

The Consortium for Energy, Economics & the Environment (CE3) was formed in 2005 at Ohio University. CE3 is housed at the Voinovich School of Leadership and Public Affairs in partnership with the Russ College of Engineering and Technology and the College of Arts and Sciences. CE3 takes a multidisciplinary approach to energy and environmental issues, coupled with the extensive regional resources of Southeastern Ohio, provide a strong research and teaching platform for our faculty, staff and students.

The website URL for the vehicle to publish and disseminate student research on sustainability:

http://www.ohio.edu/ce3/research/index.cfm

A brief description of building signage that highlights green building features :

The temporary construction fencing placed on-site at any construction site is specially printed to include marketing about sustainability. Additionally, Office of Sustainability assists with special marketing of building features during and after construction when applicable.

The website URL for building signage that highlights green building features :

A brief description of food service area signage and/or brochures that include information about sustainable food systems:

Ohio University Culinary Services provides exceptional service to the Ohio University community in support of its academic mission and vision. As part of this mission, they have developed a variety of informational icons which are in use at each of our Dining Courts/Halls

to share important dietary information at a glance, including the sustainability-attributes of food. Additional signage about food waste, composting and local food options are also available within each dining facility.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:

http://www.ohio.edu/food/menus/diets.cfm

A brief description of signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

Ohio University has native prairie species plantings that are protected by signage which notifies grounds keeping staff to refrain from using landscaping strategies within the specific areas.

Additionally, in spring 2014, it became evident that a pond on campus needed to be dredged; which, in the long run would increase the the overall health of the ecosystem. Traditionally, ponds are dredged using heavy machinery, which can harm the pond inhabitants, so the university sought an environmentally conscious alternative. Sediment from the pond was suction pumped into two large 3,000 cubic feet geotextile fabric bags. Not only did this method accomplish the necessary reduction of sediment that had built up, but the pond's water level was maintained throughout the process. Signage was placed around the pond and the geotextile bags to educate the community about the process.

The website URL for signage on the grounds about sustainable groundskeeping and/or landscaping strategies:

http://www.ohio.edu/compass/stories/13-14/5/Emerit-Park-dredging-2014.cfm

A brief description of the sustainability walking map or tour:

Student groups, classes, and community members are welcome to request a tour of the OHIO Ecohouse, the compost facility, or both. The Ecohouse and the compost facilities are both important sustainable features of the Ohio University campus; employees of the Office of Sustainability are trained to lead tours of both facilities:

The OHIO Ecohouse is a living laboratory in which students can learn and practice sustainable behaviors. The house features energy efficient appliances, a solar array, a biofuel furnace, and a garden.

Tours of the university's compost facility are also available. The Ohio University compost facility is the largest in-vessel composting facility at any college or university in the nation. The 6-ton system allows Ohio University to compost 100% of food waste that is produced at dining facilities across campus. Tour groups get an up-close and personal view of the whole process of turning food into nutrient-rich soil amendment.

Additionally, a Sustainability Walking Map is available on the same site as our Tour/Presentation Request Form so individuals who cannot attend a tour can facilitate their own sustainability-focused walking tour of campus.

The website URL of the sustainability walking map or tour:

http://www.ohio.edu/sustainability/services/request_forms.cfm

A brief description of the guide for commuters about how to use alternative methods of transportation:

DoubleMap, a live bus tracking application, allows commuters to track the Athens Public Transit bus routes in live time.

http://athens.doublemap.com/map/

The Ohio University Office of Sustainability also offers an extensive list of transportation alternatives and descriptions on our website, including bike, car share, and public transportation. More information can be found by following the link below.

The website URL for the guide for commuters about how to use alternative methods of transportation:

http://ohio.edu/sustainability/programs/transportation.cfm

A brief description of the navigation and educational tools for bicyclists and pedestrians:

The Hockhocking Adena Bikeway is a paved 21-mile-long bike and pedestrian path that spans between Athens and Nelsonville, Ohio. A portion of the path cuts through the Ohio University campus. A representative from the Office of Sustainability sits on the Hockhocking Adena Bikeway Committee, which was a partial contributor to the creation of an informational brochure and map of the bikeway. Way Finding materials are available online and at key points along the bikeway in designated kiosks.

The website URL for navigation and educational tools for bicyclists and pedestrians:

http://www.athensohio.com/whattodo/hockhocking-adena-bikeway

A brief description of the guide for green living and incorporating sustainability into the residential experience:

The OHIO Ecohouse website offers "Sustainable Living" tips.

The website URL for the guide for green living and incorporating sustainability into the residential experience:

http://www.ohio.edu/ecohouse/resources/living-tips.cfm

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

Student Newspaper: In Fall 2014, The Post assigned a reporter to the Sustainability Beat. Since such an assignment, stories about the Ecohouse, sustainability-related events and food waste have been commonly featured in The Post.

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

http://www.thepostathens.com/

A brief description of another sustainability publication or outreach material not covered above (1st material):

Official University Newspaper: Ohio University Communications and Marketing office has a reporter responsible for the "Sustainability Beat." Sustainability is regularly featured by announcing advancements in the Sustainability and Climate Action Plans, featuring events or explaining grants.

The website URL for this material (1st material):

http://www.ohio.edu/compass

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):

A brief description of this material (2nd material):

The website URL for this material (2nd material):

Does the institution produce another sustainability publication or outreach material not covered above? (3rd material):

A brief description of this material (3rd material):

The website URL for this material (3rd material):

Does the institution produce another sustainability publication or outreach material not covered above? (4th material):

A brief description of this material (4th material):

The website URL for this material (4th material):

Does the institution produce another sustainability publication or outreach material not covered above? (5th material):

A brief description of this material (5th material):

The website URL for this material (5th material):

Does the institution produce another sustainability publication or outreach material not covered above? (6th material):

A brief description of this material (6th material):

The website URL for this material (6th material):

Does the institution produce another sustainability publication or outreach material not covered above? (7th material):

A brief description of this material (7th material):

The website URL for this material (7th material):

Does the institution produce another sustainability publication or outreach material not covered above? (8th material):

A brief description of this material (8th material):

The website URL for this material (8th material):

Outreach Campaign

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or students in a course.

Part 2

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g. a residence hall conservation competition), a rating or certification program (e.g. a green labs or green office program), and/or a collective challenge (e.g. a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

• Increased awareness
• Additional members of a mailing list or group

"---" *indicates that no data was submitted for this field*

Has the institution held at least one sustainability-related outreach campaign directed at students within the previous three years that has yielded measurable, positive results in advancing sustainability?:
Yes

Has the institution held at least one sustainability-related outreach campaign directed at employees within the previous three years that has yielded measurable, positive results in advancing sustainability?:
Yes

The name of the campaign (1st campaign):
Recyclemania

A brief description of the campaign (1st campaign):

In 2001, the recycling coordinators at Ohio University and Miami University started a friendly competition to see who could recycle more. Since then, the competition has grown to include colleges and universities not only in the United States, but Canada as well.

The competition takes place in the spring and is 8-weeks long. The purpose of Recyclemania is to motivate students and staff to reduce waste generation and increase recycling efforts. The University continues to be heavily involved in this competition annually, with campus-wide outreach efforts present throughout the Spring semester. Recycling data from previous years proves that this outreach campaign is successful.

A brief description of the measured positive impact(s) of the campaign (1st campaign):

In 2013, Ohio University ranked 109th out of 273 participating colleges and universities by recycling 31.3%* of waste. One year later, Ohio University moved up to 58th place out of 256 participating institutions by diverting 38.7%* of waste.

*These percentages were obtained from "Past Results" on the Recyclemanina website

The website URL where information about the campaign is available (1st campaign):

http://recyclemaniacs.org/

The name of the campaign (2nd campaign):

University Closure Marketing Campaign

A brief description of the campaign (2nd campaign):

The Compass is an official online news source intended to inform university students, faculty, and staff about important university news. All university employees have been notified by the President of the University that they are expected to regularly read the Compass in an effort to stay informed of news deemed important by university leadership.

Prior to the 2014 winter break, the Compass published an article regarding winter break energy saving tips. University employees were reminded of the importance of energy conservation and were supplied with best practices for energy conservation methods to practice in a university office.

Additionally, in FY 14 all university employees were invited to attend an energy saving workshop hosted by the Office of Sustainability. The workshop featured tips for saving energy at home and what to do when leaving the office for a university closure.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

The Office of Sustainability at Ohio University utilizes the online Energy Dashboard application to track energy usage in real time. The Energy Dashboard is utilized when comparing historical energy consumption rates. The Dashboard has been utilized by the Office of Sustainability to track the success of University Closure marketing campaigns.

The website URL where information about the campaign is available (2nd campaign):

http://www.ohio.edu/compass/stories/14-15/11/winter-energy-tips.cfm

A brief description of other outreach campaigns, including measured positive impacts:

Employee Educators Program

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program.

In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

This credit recognizes ongoing programs that engage employees on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e. directly targeted) by a program even if not all of these employees avail themselves of the outreach and education offerings.

Training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in *EN 8: Staff Professional Development*.

"---" *indicates that no data was submitted for this field*

Does the institution administer or oversee an ongoing faculty/staff peer-to-peer sustainability outreach and education program that meets the criteria for this credit?:

Yes

Total number of employees:

3,460

Name of the employee educators program (1st program) :

SOUL: Sustainable Ohio University Leaders

Number of employees served by the program (1st program):

3,460

A brief description of how the employee educators are selected (1st program):

Participants can self-select. Anyone who wants to participate is welcome to. Membership is open to all faculty, staff and students. Outreach efforts are targeted to all members of the campus community and all academic and administrative units.

A brief description of the formal training that the employee educators receive (1st program):

Those who self-select attend regular SOUL meetings. A SOUL-Mate then learns general sustainability issues and more specific office- and classroom- related issues relating to sustainability so they may return to their institutional units and educate their peers at staff meetings, retreats, through passive learning or other means. Additional professional development opportunities are presented through this program as needs arise.

A brief description of the staff and/or other financial support the institution provides to the program (1st program):

The program is currently funded through the Office of Sustainability. A fundraising campaign for sustainability efforts managed by SOUL and the Office of Sustainability has begun.

The website URL where information about the program is available (1st program):

http://www.ohio.edu/sustainability/soul.cfm

Name of the employee educators program (2nd program):

University Closures

Number of employees served by the program (2nd program):

3,460

A brief description of how the employee educators are selected (2nd program):

All employees receive educational material about how to support energy conservation efforts during University closures. Material is sent via email to all employees, featured on the University newsletter, Compass, and is highlighted online year-round through a website and ongoing social media efforts.

A brief description of the formal training that the employee educators receive (2nd program):

Passive training - tips, recommendations and requests from the Offices of Energy Management/Facilities/Sustainability.

A brief description of the financial or other support the institution provides to the program (2nd program):

Funded in-house by each of the supporting offices (Energy, Facilities, Sustainability).

The website URL where information about the program is available (2nd program):

http://www.ohio.edu/sustainability/programs/energyconservation.cfm

Name(s) of the employee educator program(s) (all other programs):

Kanawha Project, Common Experience Project on Sustainability

Number of employees served by all other programs:

50

A brief description of how the employee educators are selected (all other programs):

Faculty interested in incorporating sustainability into the classroom experience can participate in programs that offer curricular and co-curricular projects. Staff support is limited in these programs, though, so the number of potential faculty served annually is limited, as well.

A brief description of the formal training that the employee educators receive (all other programs):

Attend meetings, trainings, etc. as deemed appropriate for the particular program (i.e. Kanawha Project includes formal trainings whereas Common Experience Project on Sustainability is a more fluid experience, with meetings, online resourrces and events).

A brief description of the staff and/or other financial support the institution provides to the program(s) (all other programs):

Kanawha Project receives funding from the 1804 Grant program at Ohio University. Common Experience Project on Sustainability is funded by University College.

The website URL where information about the program(s) is available (all other programs):

http://www.ohio.edu/sustainability/programs/academics.cfm

Employee Orientation

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff. The topics covered include multiple dimensions of sustainability (i.e. social, environmental and economic).

"---" indicates that no data was submitted for this field

The percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

100

A brief description of how sustainability is included in new employee orientation:

New Faculty and Staff Orientation occurs by-weekly and the Office of Sustainability has a 20 minute presentation slot. When presenting, the Office of Sustainability representative discusses recycling, gives an overview of the sustainability plan, and outlines what responsibilities employees have to uphold that plan. New faculty and staff are also encouraged to join Sustainable Ohio University Leaders (SOUL), which is a group of students, faculty, and staff that work together to make progress on the benchmarks outlined in the Sustainability Plan.

The website URL where information about sustainability in new employee orientation is available:

http://www.ohio.edu/sustainability/Relocating.cfm

Staff Professional Development

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

• Specialized training for a small group of staff

• The opportunity to participate in an institutional sustainability committee or group

"---" *indicates that no data was submitted for this field*

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:

Yes

A brief description of the sustainability trainings and professional development opportunities available to staff :

Sustainable Ohio University Leaders: This is a president-supported volunteer committee open to any faculty, staff or student at Ohio University. It is the implementation arm of the Sustainability Plan. In addition to working together to create collaborative solutions to sustainability on campus, the Office of Sustainability and the Ecology and Energy Conservation Committee together use this program to host professional development opportunities and networking experiences to employees and students. For instance, in FY14, the groups hosted a professional/personal development session called Energy Conservation at Home and Work, which was open to all University employees. Also available to University employees in FY14 was a Compost Education program and a Seedling Workshop.

The percentage of staff that participated in training and/or other professional development opportunities in sustainability during the previous year:

1

The website URL where information about staff training opportunities in sustainability is available:

http://www.ohio.edu/sustainability/SOUL.cfm

Public Engagement

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit
Community Partnerships
Inter-Campus Collaboration
Continuing Education
Community Service
Community Stakeholder Engagement
Participation in Public Policy
Trademark Licensing
Hospital Network

Community Partnerships

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution has one or more formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, businesses and/or other entities, to work together to advance sustainability within the community.

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	• *Scope:* Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • *Duration:* May be time-limited (short-term projects and events), multi-year, or ongoing • *Commitment:* Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • *Governance:* Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	• *Scope:* Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • *Duration:* May be time-limited, multi-year, or ongoing • *Commitment:* Institution provides faculty/staff, financial, and/or material support • *Governance:* Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative	• *Scope:* Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. "transition" projects and partnerships focused on community adaptation to climate change) • *Duration:* Is multi-year or ongoing and proposes or plans for institutionalized and systemic change • *Commitment:* Institution provides faculty/staff and financial or material support • *Governance:* Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the STARS Technical Manual.

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

"---" *indicates that no data was submitted for this field*

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "supportive"?:

Yes

A brief description of the institution's supportive sustainability partnership(s) with the local community:

On April 22, 2014, the Office of Sustainability at Ohio University hosted an Earth Day celebration. ReUse Industries, a local non-profit community organization that specializes in saving reusables from the landfill, was invited to the join the event. The Earth Day event served as a venue for ReUse Industries to host a recycled art competition, which raised community awareness of reused goods and their business.

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "collaborative"?:

Yes

A brief description of the institution's collaborative sustainability partnership(s):

Office of Sustainability staff and students serve as a regular representatives on several community committees (such as the Hockhocking Adena Bikeway Committee, the City of Athens Environment and Sustainability Commission, and Athens County Pedestrian and Bike Committee). Additional partnerships are developed regularly for programmatic offerings such as sustainable service learning events in the

community (including, but not limited to, United Appeal of Athens County, Community Food Initiatives, Good Earth Farms, Nelsonville Main Street, various food pantries and others as appropriate).

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "transformative"?:

Yes

A brief description of the institution's transformative sustainability partnership(s) with the local community:

Beginning in Spring 2014, a graduate assistant in the Office of Sustainability joined the City of Athens Environment and Sustainability Commission as a representative of the office. In the summer of 2014, the Commission began work on a sustainability plan for the City of Athens. The Commission planned a community town-hall meeting at which all community members and university personnel were invited to voice their ideas for the new sustainability plan. The Office of Sustainability supplied student employees for the event that acted as facilitators. This university/community partnership is on-going; the Office of Sustainability has offered all documentation from the university sustainability planning process to the commission for their reference. Additionally, the office is ready to give the commission the support they may need while drafting the plan so as to allow for direct partnerships in the development of goals and implementation efforts.

A brief description of the institution's sustainability partnerships with distant (i.e. non-local) communities:

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

See the Credit Example in the STARS Technical Manual for guidance on identifying appropriate collaborations.

"---" *indicates that no data was submitted for this field*

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

Representatives of the Office of Sustainability regularly participate in national and regional conferences to learn about and share knowledge with other institution's efforts toward achieving sustainability on campus. They also create documents, tours, website information and other materials to support the aforementioned goal of information-sharing. A sampling of FY14 efforts include, but is not limited to:
- AASHE Presentation: Sustainability and Students Affairs 101
- AASHE Presentation: Transparency and Efficiency in Sustainability Implementation and Reporting
- Compost program research, available online and in person to interested universities who wish to travel to campus and receive guided tours from our staff.
- Service Learning Collaborations: Several service learning programs centered on sustainability were developed and opened up to students and staff at Hocking College

The names of local, state/provincial, regional, national, or international campus sustainability organizations or consortia in which the institution participates and/or is a member:

Association for the Advancement of Sustainability in Higher Education
American College and University Presidents' Climate Commitment
United States Green Building Council

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

The sustainability coordinators in Ohio regularly communicate and meet to share best practices. In Fall 2014, sustainability professionals at all colleges and universities were invited to attend a Sustainability Summit hosted by Ohio University. Representatives from 13 institutions across the state attended the 2-day event in which sustainability initiatives at each institution, best practices, and challenges were discussed.

The Director of Sustainability at Ohio University serves on the NASPA (a national student affairs association) Sustainability Knowledge Community in an effort to regularly collaborate with institutions across the country. The Director of Sustainability presented at the AASHE (Association for the Advancement of Sustainability in Higher Education) conference with a representative from Carnegie Melon University, presentation title: Sustainability and Student Affairs 101 and on the topic of Transparency and Efficiency in Sustainability Implementation and Reporting. In FY12 and FY13, the Director of Sustainability at OU taught an online course to faculty called "Greening Your Curriculum" in partnership with Waubonsee Community College (and, in turn, the Illinois Green Economy Network).

The website URL where information about cross-campus collaboration is available:

Continuing Education

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit. They are covered in the Curriculum subcategory.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Community Service

Responsible Party

Barbara Harrison
Assistant Director, Off-Campus Living
Residence Life

Criteria

Part 1

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Part 2

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

"---" *indicates that no data was submitted for this field*

Number of students engaged in community service:

441

Total number of students :

23,331

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

Total number of student community service hours contributed during a one-year period:

1,350

Does the institution include community service achievements on student transcripts?:

A brief description of the practice of including community service on transcripts, if applicable:

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

A brief description of the institution's employee community service initiatives:

The website URL where information about the institution's community service initiatives is available:

Community Stakeholder Engagement

Responsible Party

Donna Goss
Director of Engagement and Real Estate Manaement
VP for Finance and Administration

Criteria

Institution has adopted a framework for community stakeholder engagement in governance, strategy and operations. The framework includes:

> 1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)
>
> And
>
> 2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

Frameworks adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit does not include the engagement of internal campus stakeholders (e.g. students, faculty and staff); internal stakeholder engagement is covered in *PA 3: Governance*.

"---" *indicates that no data was submitted for this field*

Has the institution adopted a framework for community stakeholder engagement in governance, strategy and operations?:

Yes

A brief description of the policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities:

The Ohio University Center for Campus and Community Engagement (CCCE) serves as the central clearinghouse for meeting the community engagement needs for all students, faculty, and staff at Ohio University, as well as for community-based organizations locally, regionally, nationally, and globally. Specifically, the CCCE provides the administrative and educational support services to students, faculty, and members of community-based organizations who wish to employ community-based engagement practices for the betterment of students and the community.

CCCE provides the community a much needed "one-stop" centralized access to university-wide opportunities for collaboration with faculty and students to build capacity and integrate innovative practices in their organizations.

Additionally, in an effort to ensure the integration of community stakeholder engagement in University's actives, the University employs a Director of Real Estate Management, Community Engagement and Economic Development. This individual has the following responsibilities:
• Develop community relations and long term investment strategies that support the image and involvement of the university in the Athens city, county and regional community
• Oversee all real estate/economic development planning, negotiations, acquisition, leasing and related transactions for the university
• Direct complex land development/redevelopment projects
• Direct and monitor all aspects of land use permitting including traffic, environmental, fiscal, all regulatory compliance, zoning and legal issues
• Budget, forecast and monitor accounts for the university capital plan
• Research and analyze community planning projects and develop key partnerships for investment in university campus projects as well as those impacting the local community tax base
• Handle related media contacts, community dispute mediation, and coordination of university, government and community project participants.

A brief description of how the institution identifies and engages community stakeholders, including any vulnerable or underrepresented groups:

The Director of Real Estate Management, Community Engagement and Economic Development (complete job description is outlined in the previous point) represents the University on several community-based committees.

The Center for Campus and Community Engagement provides a central location for community organizations to connect with the university. They offer assistance and resources to community organizations who wish to connect with opportunities that the university can provide, such as:
• Working with faculty to design academic service learning projects around needs that have been identified for specific organizations and/or stakeholders
• Connecting with student service organizations
• Connecting with students interested in volunteering
• Receiving support on how to work with the OHIO community to meet shared goals for public good
• Becoming an OHIO community partner
• Co-educator workshops

List of identified community stakeholders:

The Center for Campus and Community Engagement:
Appalachian Rural Health Institute

The Director of Real Estate Management, Community Engagement and Economic Development represents the University on the following community-based committees:
Athens Area Chamber of Commerce
Athens Uptown Business Association
Foundation of Appalachian Ohio
Ohio University City, County, Community Commission (OU4C)

A brief description of successful community stakeholder engagement outcomes from the previous three years:

The website URL where information about the institution's community stakeholder engagement framework and activities is available:

Participation in Public Policy

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group. This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Trademark Licensing

Responsible Party

Laura Nowicki
Director, Procurement Services
Procurement

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

"---" indicates that no data was submitted for this field

Is the institution a member of the Worker Rights Consortium?:

Yes

Is the institution a member of the Fair Labor Association? :

No

Has the institution expressed an intention to participate in the WRC's Designated Suppliers Program? :

The website URL where information about the institution's participation in the WRC, FLA, and/or DSP is available:

http://www.workersrights.org/about/as.asp

Hospital Network

Criteria

Institution's affiliated hospital or health system is a member of the Global Green and Healthy Hospitals Network, the Healthier Hospitals Initiative and/or Practice Greenhealth.

This credit includes hospitals and health systems that are formally affiliated with a higher education institution (sometimes called "university hospitals"). Other types of health care providers (e.g. insurers through which an institution obtains health care for its employees) are not included.

This credit was marked as **Not Applicable** for the following reason:

The institution does not have an affiliated hospital or health system.

Operations

Air & Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions. The inventory may be validated internally by campus personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party.

Part 2

Institution reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 MtCO2e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

For this credit, the following carbon offsets may be counted:

1. Institution-catalyzed carbon offsets (popularly known as "local offsets")
2. Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
3. Carbon storage from on-site composting
4. Third-party verified purchased carbon offsets

Purchased Renewable Energy Certificates (RECs) that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party may be counted as zero emissions energy for purposes of Scope 2 GHG accounting.

Purchased carbon offsets and RECs that have not been third-party verified do not count.

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit.

Submission Note:

Business travel GHG emissions reported are from air travel only.

Does the institution's GHG emissions inventory include all Scope 1 and Scope 2 GHG emissions?:

Yes

Does the institution's GHG emissions inventory include all Scope 3 GHG emissions from any of the following categories?:

	Yes or No
Business travel	Yes
Commuting	Yes
Purchased goods and services	No
Capital goods	No
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes
Waste generated in operations	Yes

Does the institution's GHG emissions inventory include Scope 3 emissions from other categories?:

No

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

The Campus Carbon Calculator is used. Emails are sent to departments around campus to request information. Gathered information is checked and entered into the Campus Carbon Calculator.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

No

A brief description of the internal and/or external verification process:

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	62,310 *Metric Tons of CO2 Equivalent*	69,190 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	2,544 *Metric Tons of CO2 Equivalent*	1,235 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	83,906.80 *Metric Tons of CO2 Equivalent*	110,126.60 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon sequestration due to land that the institution manages specifically for sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	1,685 *Metric Tons of CO2 Equivalent*	285 *Metric Tons of CO2 Equivalent*
Third-party verified carbon offsets purchased	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

A brief description of the institution-catalyzed carbon offsets program:

A brief description of the carbon sequestration program and reporting protocol used:

A brief description of the composting and carbon storage program:

Ohio University has the largest in-vessel composting system in the country. We compost virtually all food waste and diningware. More information can be found at

http://www.ohio.edu/sustainability/programs/compost.cfm

.

A brief description of the purchased carbon offsets, including third party verifier(s) and contract timeframes:

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	7,581	7,146
Number of residential employees	20	22
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	23,700.10	20,294
Full-time equivalent of employees	3,460	3,485
Full-time equivalent of distance education students	3,062	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the GHG emissions baseline was adopted:

The baseline (2005) was adopted in 2012. It was adopted because 2005 was the first year for which the university had complete data in the categories reported to ACUPCC.

Gross floor area of building space, performance year:

8,035,665 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	227,146 *Square Feet*
Healthcare space	26,170 *Square Feet*
Other energy intensive space	379,619 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	1,017.10 *Metric Tons of CO2 Equivalent*
Commuting	6,854.50 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	5,011.10 *Metric Tons of CO2 Equivalent*
Waste generated in operations	6,769.50 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	---

A brief description of the sources included in Scope 3 GHG emissions from "other categories":

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

A brief description of the institution's GHG emissions reduction initiatives, including efforts made during the previous three years:

Ohio University is transitioning off coal as a fuel source by the end of 2015. On campus composting has increased as a result of the expansion to our in-vessel composting system. A parking pass fee was instituted to discourage single occupancy vehicle commuting.

Outdoor Air Quality

Responsible Party

Cliff Hamilton
Environmental Engineer
Environmental Health & Safety

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

Submission Note:

Emission weights are from an Emissions Report Summary to the Ohio EPA for FY13.

"---" indicates that no data was submitted for this field

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

No

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

Ohio University discourages idling at loading docks, but there is no written policy.

Has the institution completed an inventory of significant air emissions from stationary sources on campus?:

Yes

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

The university completes the air emissions inventory using calculation based on site-specific data and published criteria (the quantity of fuel burned, analysis of the fuel (particularly coal), and standard EPA emissions factors).

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	76.05 *Tons*
Sulfur oxides (SOx)	244.64 *Tons*
Carbon monoxide (CO)	37.07 *Tons*
Particulate matter (PM)	9.27 *Tons*
Ozone (O3)	0 *Tons*
Lead (Pb)	0.04 *Tons*
Hazardous air pollutants (HAPs)	4.57 *Tons*
Ozone-depleting compounds (ODCs)	0 *Tons*
Other standard categories of air emissions identified in permits and/or regulations	0.85 *Tons*

A brief description of the institution's initiatives to minimize air pollutant emissions from stationary sources, including efforts made during the previous three years:

The university will no longer burn coal as of the end of 2015.

The website URL where information about the institution's outdoor air quality policies, guidelines or inventory is available:

Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water.   Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit
Building Operations and Maintenance
Building Design and Construction
Indoor Air Quality

Building Operations and Maintenance

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system for existing buildings, e.g. LEED® for Existing Buildings: Operations & Maintenance (O&M)

And/or

2) Operated and maintained in accordance with formally adopted sustainable operations and maintenance guidelines and policies that cover all of the following:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Building Design and Construction

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years are:

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

- Impacts on the surrounding site
- Energy consumption
- Building-level energy metering
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

"---" *indicates that no data was submitted for this field*

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:

Walter International Education Center (15 Park Place): LEED Silver

Total floor area of eligible building space (design and construction):

12,720 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	12,720 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

Floor area of building space that is certified at each level under a 3-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
Mid-Level	---
Highest Achievable Level	---

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major

renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	---
4th Highest Level	---
Mid-Level	---
2nd Highest Level	---
Highest Achievable Level	---

Floor area of building space certified Living under the Living Building Challenge:

Floor area of building space that is certified at any level under other green building rating systems for new construction and major renovations:

Floor area of building space that was designed and constructed in accordance with green building policies or guidelines but NOT certified:

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

A brief description of the green building guidelines or policies and/or a list or sample of buildings covered:

A brief description of how the institution ensures compliance with green building design and construction guidelines and policies:

The Ohio University Design & Construction Standards require all projects over $1 million to be LEED Silver certified.

The Ohio University Sustainability Plan requires an equivalent LEED-based green building approach for lower-budgeted projects.

The website URL where information about the institution's certified buildings and/or green building design and construction guidelines or policies is available:

http://www.ohio.edu/facilities/design-construction/documents/standards_4-12.pdf

Indoor Air Quality

Responsible Party

Cliff Hamilton
Environmental Engineer
Environmental Health & Safety

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

Policies and plans adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Submission Note:

Indoor Air Quality resources and education made available to campus community from Environmental Health and Safety:
http://www.ohio.edu/riskandsafety/ehs/general/resources.htm#ind

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Indoor Air Quality

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Erin Robb
Purchasing Specialist
Dining Services

Criteria

Part 1

Institution's dining services purchase food and beverages that meet at least one of the following criteria:

• Local and community-based

And/or

• Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community- based products:

• Are sourced from local community-based producers (directly or through distributors)
• Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
• Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the STARS Technical Manual. Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in "Notes about this submission".

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution's on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

Submission Note:

Sustainable practices and an environmental mindset aren't simply ideals for Culinary Services – they are a way of life. Our entire team is eager to continue to further our environmental commitments in the coming years through a combination of student, faculty and staff input, planned venue renovations, proactive alliances with outside vendors to source sustainable, environmentally friendly items and other cooperative outreach projects.

"---" *indicates that no data was submitted for this field*

Percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified:

12

A copy of an inventory, list or sample of sustainable food and beverage purchases:

STARS Local.xls.xlsx

An inventory, list or sample of sustainable food and beverage purchases:

Does the institution wish to pursue Part 2 of this credit (food and beverage expenditures for on-site franchises, convenience stores, vending services, or concessions)?:

No

Percentage of on-site franchise, convenience store, vending services, and concessions food and beverage purchases that are local and community-based and/or third party verified:

A copy of an inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

An inventory, list or sample of on-site franchise, convenience store, vending machine, and/or concessions food and beverage purchases that are sustainably produced:

A brief description of the sustainable food and beverage purchasing program:

Currently the University is focusing on sourcing local on a number of specific commodities. In 2014, we awarded new multi-year contracts for our milk and fresh meat providers. The bids for those awards focused on our desire to source locally, and the resulting contracts were awarded to Broughton Dairy (milk) and White Feather Farms (fresh chicken, beef, pork and Halal products). The fresh meat bid also focused on humane production. Combined milk and fresh meat purchases for the University total of approximately $1.25 million per year.

The University also partners with local farmers (Hidden Hills Orchard and Cowdery Farms) to source seasonal produce (apples, peppers, etc.). Combined yearly purchases from these local producers total approximately $40,000 per year.

The University also partners with Silver Bridge Coffee, which is locally produced and is a member of Fair Trade USA. The University spends approximately $18,000 a year on fair trade coffee from Silver Bridge.

Other partners who provide locally produced products with locally-sourced ingredient include Jeni's Splendid Ice Cream, Shagbark Seed and Mill, Frog Ranch Foods & Vino de Milo. Purchases from these vendors total $56,000.

A brief description of the methodology used to track/inventory sustainable food and beverage purchases:

Because the University has awarded multi-year bids to vendors who have certified that their products are locally and/or humanely produced, the University can track sustainable purchases at the vendor and item level. Our menu forecasting and inventory tracking software (Food Pro) can produce volume reports for these locally/humanely produced items. The same reporting is available to track purchases from our local produce partners.

Total annual food and beverage expenditures:

10,850,000 *US/Canadian $*

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	No	No
Franchises	No	No
Convenience stores	Yes	No
Vending services	Yes	No
Concessions	Yes	No

Has the institution achieved the following?:

	Yes or No

Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	No
Marine Stewardship Council (MSC) certification	No
Signatory of the Real Food Campus Commitment (U.S.)	No

A brief description of other sustainable restaurant and food service standards that the institution's dining services operations are certified under:

Purchasing from businesses that help Ohio University's local economy is very important to us; in fact, many of our partners are members of Ohio Proud (

www.ohioproud.org

). Every dollar spent on Ohio Proud products is reinvested in the state's economy and supports local farmers, food processors and our community.

Additionally, Ohio University recently received an "A" grade from PETA2 for "going above and beyond to provide all students with exceptional vegan food." This high mark was bestowed to only five other universities in Ohio and 114 colleges nationwide (out of more than 1,450).

The website URL where information about the institution's sustainable food and beverage purchasing efforts is available:

http://www.ohio.edu/food/about/Sustainability.cfm

Low Impact Dining

Responsible Party

Dan Pittman

Asst. Director, Auxiliaries Sales and Marketing

Auxiliaries

Criteria

Part 1

Conventionally produced animal products comprise less than 30 percent of the institution's total dining services food purchases.

Conventionally produced animal products include all food products that contain animal derived (i.e. meat, fish, egg, dairy) ingredients that have not been verified to be sustainably produced. Sustainably produced animal products have been either:

• Third party verified to be ecologically sound and/or humane (see *OP 6: Food and Beverage Purchasing*)

  Or

• Verified by the institution to be both ecologically sound and humane (e.g. "Pasture Raised", "Grass Fed" or "Humanely Raised") through a relationship with a local producer

Part 2

Institution:

• Offers diverse, complete-protein vegan options at all meals in at least one dining facility on campus

  And

• Provides labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items

This credit includes on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. On-site franchises, convenience stores, vending machines, and concessions should be excluded to the extent feasible.

Submission Note:

Ohio University is proud of its on-campus food variety and works hard to provide the campus community with robust menu offerings. Through customer feedback and a close monitoring of the latest trends, our selections are continually updated and new recipes are being added to our menus each year; it is part of our commitment to providing students with the nourishment that they need in order to thrive in their collegiate pursuits.

"---" *indicates that no data was submitted for this field*

Percentage of total dining services food purchases comprised of conventionally produced animal products:

A brief description of the methodology used to track/inventory expenditures on animal products:

We can use our menu forecasting and inventory maintenance software (Food Pro) to run a report on all meat and seafood products.

Does the institution offer diverse, complete-protein vegan dining options at all meals in at least one dining facility on campus?:

Yes

Does the institution provide labels and/or signage that distinguishes between vegan, vegetarian (not vegan), and other items?:

Yes

Are the vegan options accessible to all members of the campus community?:

Yes

A brief description of the vegan dining program, including availability, sample menus, signage and any promotional activities (e.g. "Meatless Mondays"):

Ohio University recently received an "A" grade from PETA2 for "going above and beyond to provide all students with exceptional vegan food." This high mark was bestowed to only five other universities in Ohio and 114 colleges nationwide (out of more than 1,450).

OHIO makes providing healthy and diverse dining options for students a priority. All dining guests can choose from a wide range of Vegan options, including: black-bean wraps, vegan ravioli, Tofurky sandwiches, and vegan cheesecake. A variety of Vegan selections are always offered at each dining court/hall on the Athens campus.

Students, faculty and staff with special dietary needs are accommodated on a regular basis, and we are constantly adapting to the diners' demands. In fact, Culinary Services recently hired a registered dietitian to assist with this growing need.

A brief description of other efforts the institution has made to reduce the impact of its animal-derived food purchases:

We're always looking for new ways to increase our Vegan options. We also value student input; in fact, the Culinary Services Development Committee (CSDC) is a student-led group that helps us to progress our menu offerings and evaluate where our team is meeting (or exceeding) customer expectations.

The website URL where information about where information about the vegan dining program is available:

http://www.ohio.edu/food/menus/diets.cfm

Annual dining services expenditures on food:

10,850,000 *US/Canadian $*

Annual dining services expenditures on conventionally produced animal products:

1,340,000 *US/Canadian $*

Annual dining services expenditures on sustainably produced animal products:

910,000 *US/Canadian $*

Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 28 Btu per gross square foot (2.6 Btu per gross square metre) of floor area per degree day.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

Submission Note:

http://www.ohio.edu/sustainability/resources/sustainability-tips.cfm
(more energy conservation information)

"---" *indicates that no data was submitted for this field*

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	1,197,863.89 *MMBtu*	1,126,245.77 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	404,977.39 *MMBtu*	407,978.43 *MMBtu*
District steam/hot water	792,886.50 *MMBtu*	718,267.34 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	8,035,665 *Gross Square Feet*	7,298,430 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	227,146 *Square Feet*
Healthcare space	26,170 *Square Feet*
Other energy intensive space	

Degree days, performance year (base 65 °F / 18 °C)::

	Degree Days
Heating degree days	5,985
Cooling degree days	781

Source-site ratios::

	Source-Site Ratio (1.0 - 5.0; see help icon above)
Grid-purchased electricity	3.14
District steam/hot water	1.20

Start and end dates of the performance year and baseline year (or 3-year periods)::

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the building energy consumption baseline was adopted:

A brief description of any building temperature standards employed by the institution:

A brief description of any light emitting diode (LED) lighting employed by the institution:

LED lighting is the standard operating procedure for lighting applications in all OU buildings. The institution is currently participating in an Energy Performance Contract which will assist in the upgrades of any lighting applications that currently are not energy efficient.

A brief description of any occupancy and/or vacancy sensors employed by the institution:

Motion sensors are used in a majority of buildings. All new construction utilizes this technology.

A brief description of any passive solar heating employed by the institution:

A brief description of any ground-source heat pumps employed by the institution:

A brief description of any cogeneration technologies employed by the institution:

The Lausche Power Plant used to be a cogeneration facility, but is currently only producing steam.

A brief description of any building recommissioning or retrofit program employed by the institution:

A brief description of any energy metering and management systems employed by the institution:

Ohio University uses Power Monitoring Expert to track energy usage. "Power Monitoring Expert is an open, interoperable and scalable power management software package that tracks real-time power conditions to help improve energy efficiency, improve system reliability and availability, and maximize the performance of your electrical assets" (

http://www2.schneider-electric.com

)

A brief description of the institution's program to replace energy-consuming appliances, equipment and systems with high efficiency alternatives:

A brief description of any energy-efficient landscape design initiatives employed by the institution:

A brief description of any vending machine sensors, lightless machines, or LED-lit machines employed by the institution:

A brief description of other energy conservation and efficiency initiatives employed by the institution:

Energy conservation has become ingrained in every part of campus operations and is built into new buildings, major renovation projects, transportation programs and other campus operations. Conservation measures in existing buildings occur during closures, including shutting down the escalators in Baker University Center; a measure that could realize nearly $9,000 in savings annually

The website URL where information about the institution's energy conservation and efficiency initiatives is available:

http://www.ohio.edu/sustainability/programs/energyconservation.cfm

Clean and Renewable Energy

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options.

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power

- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies, as well as improved efficiencies achieved through using cogeneration technologies, are captured by *OP 1: Greenhouse Gas Emissions* and *OP 8: Building Energy Consumption*.

Transportation fuels, which are covered by *OP 1: Greenhouse Gas Emissions* and *OP 18: Campus Fleet*, are not included in this credit.

"---" indicates that no data was submitted for this field

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	228 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	2.70 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 *MMBtu*

Total energy consumption, performance year:

1,197,863.89 *MMBtu*

A brief description of on-site renewable electricity generating devices :

One 61.1 kW photovoltaic array on the Lausche storage shed; one 41.1 kW of photovoltaic panels at the Compost Facility; one 2.4 kW photovoltaic array on the EcoHouse.

A brief description of on-site renewable non-electric energy devices:

Solar thermal systems at the compost facility and on the EcoHouse; biomass (wood pellet) furnace at the EcoHouse

A brief description of off-site, institution-catalyzed, renewable electricity generating devices:

A brief description of the RECs and/or similar renewable energy products:

The website URL where information about the institution's renewable energy sources is available:

http://www.ohio.edu/sustainability/programs/Energy.cfm

Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Institution's grounds include areas that are managed at one or more of the following levels:

1) Managed in accordance with an Integrated Pest Management (IPM) Plan

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

The level at which an area of grounds is managed may be determined as outlined in the table below:

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: • Using least-toxic chemical pesticides, • Minimum use of chemicals, and • Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

Submission Note:

The Ridges Land Laboratory is the only protected land included in the "Area of managed land" section above, and the acreage listed is an estimate.

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	1,673.70 *Acres*
Footprint of the institution's buildings	69.40 *Acres*
Area of undeveloped land, excluding any protected areas	482.50 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	200 *Acres*

A copy of the IPM plan:

The IPM plan :

A brief summary of the institution's approach to sustainable landscape management:

The land laboratory at the Ridges is a protected nature preserve and is intentionally not managed.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Campus grounds plants both native and adaptive, drought tolerant, low maintenance plants throughout campus. Particular emphasis is placed on preservation of canopy cover to mitigate heat island effect, provide carbon sequestration, and to clean and absorb storm water. In locations where exclusive native plantings occur, signage is offered to educate passersby. Invasive species are controlled by hand removal, mechanical removal and follow-up chemical treatment if necessary with attention to species flowering cycles and timing of seed production.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

All landscape waste (from Athens campus) is sent to Ohio University's Class IV compost facility located on Dairy Lane on the Athens campus. This is an open air system. A portion of the landscape waste is turned into wood chips and sent for use as a bulking agent in the Class II, in-vessel system. Wood chips from campus tree maintenance are also used on campus pedestrian paths and in secondary landscape beds. Purchased mulch is a ground hardwood bark harvested from temperate zone trees. Plants are routinely transplanted to new locations when displaced by building renovations or new construction.

A brief description of the institution's organic soils management practices:

520 cubic yards of Class IV compost and 422 cubic yards of Class II compost was spread on Ohio University lawns and used in landscape plantings and herbaceous beds. This reduced the need for chemical fertilizers by increasing fertility, promoting good soil drainage and enhancing organic matter content in lawns and planting beds benefiting plant health.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

Grounds purchases Moisture Manager (a proprietary blend of patented material which is combined with a naturally derived soil surfactant) which is used in turf and bed areas to minimize drought stress. This strategy allows for efficient plant nutrient uptake, improved seed germination and transplant survival with overall reduction of water usage. Organic and nonorganic fertilizers are both used on campus.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

A stream restoration project initiated by the City of Athens on a stream flowing through university property utilized university personnel to design stream reconstruction, recreating the natural structure and outlining plant specs/ planting procedures. Project involved invasive species removal and replanting of natives. University has committed to monitor and remove adjacent invasive plant populations.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

New salt spreaders were purchased by Grounds Dept enabling more control over quantity of salt applied to sidewalks compared to spreaders that were previously used. Product called Puremelt (a proprietary formula) is used on all concrete surfaces under 2 years old to minimize salt damage to concrete.

A brief description of any certified and/or protected areas:

The Ridges Landlab is a topographically and biologically diverse nature preserve and scientific research area for instruction and research in field biology, environmental geography, and ecosystem ecology. Currently, a tall-grass prairie restoration project is underway around Radar Hill to increase biodiversity of rare species once native to this area. Classes from the Departments of Biological Sciences, Environmental and Plant Biology, and Geography may use the landlab as long as they are engaged in observational (as opposed to manipulative) class exercises. Classes of over 16 students must remain on the roads and paths at all times.

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

No

The website URL where information about the institution's sustainable landscape management programs and practices is available:

Biodiversity

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

The institution conducts one or both of the following:

•   An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

   And/or

•   An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Diana McGrew
Assistant Director of Procurement
Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

"---" *indicates that no data was submitted for this field*

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

All of the laptops and desktops sold by Bobcat Depot are certified EPEAT Gold, meeting the highest criteria for environmental performance.

Most, if not all, computers offered through the university e-purchasing system, Bobcat Buy, are EPEAT registered.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are

followed:

It is difficult to buy a university-owned computer except through Bobcat Depot or Bobcat Buy. It is possible to use a university-issued credit card (P-card) to buy a computer, but such P-card purchases are frowned upon.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:
Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:
5,745,952 *US/Canadian $*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:
http://bobcatdepot.ohio.edu/main/SiteText.aspx?id=22548

Cleaning Products Purchasing

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

"---" *indicates that no data was submitted for this field*

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:
Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

Green Cleaning Practices.pdf

The green cleaning product purchasing policy, directive, or guidelines:

Also:

Please accept this letter as documentation of the following LEED green cleaning practices currently in place at Ohio University, Athens, OH 45701:

The following cleaning products are the sole products used for the tasks specified:
•The cleaning products meet the Green Seal Standard GS-37 for general purpose, bathroom, glass and carpet cleaners used for industrial and institutional purposes.
oPurchase of sustainable cleaning and hard floor and carpet care products contain bio-based materials. (example: EnvirOx 117m 62.2% bio-based materials).
•Disinfectants, metal polishes, floor finishes, strippers or other products not addressed above meet the Green Seal Standard GS-40 for appropriate category.
oOhio University elects to meet this requirement through the Alternative Compliance Path: The University uses EnvirOx 117 and 118 sanitizers as disinfectants. These care cleaning products that meet a minimum standard of 57% bio-based materials.
•Disposable janitorial paper products and trash bags meet the minimum requirements of:
oEPA Guidelines for Janitorial Paper and Plastic Trash Can Liners
■Colonial can liners are EPA compliant.
•http://www.colonialbag.com/pdfs/catalog.pdf (page attached)
oGreen Seal GS-09 for paper towels and napkins
■Use Von Drele Paper Towels and Napkins (Preserve White Hardwound), GS-09.
oGreen Seal GS-01 for tissue paper
■Use Von Drele tissue paper (preserve Jumbo 1 Ply), GS-09
•Hand Soaps meet the Green Seal Standard GS-41 for industrial and institutional hand cleaners
oUse Kutol hand soap (EZ Foam Foaming Luxury Hand Soap), GS-41.
oAll other soaps used (industrial, institutional, etc.) meet GS-41 standards.

Please note that the information above is the LEED submission letter provided for any LEED projects at OU, but similar practices are implemented campus-wide.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

All new construction and renovations must include Facilities Management in a minimum of 2 planning meetings to ensure "Green Cleaning" compliance prior to project completion. All cleaning supplies on campus must be purchased through the Bobcat Buy procurement system. Suppliers who offer green cleaning supplies are preferred suppliers in Bobcat Buy. Guidelines for ensuring that all purchased cleaning supplies are green are still being created.

Does the institution wish to pursue Part 2 of this credit (expenditures on cleaning and janitorial products)?:
Yes

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

184,821 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

653,704 *US/Canadian $*

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

No

A brief description of the institution's low-impact, ecological cleaning program:

Our green cleaning policies require Green Seal cleaning supplies for all new buildings and prefer Green Seal cleaning supplies for all buildings, but our program is not certified by Green Seal.

A copy of the sections of the cleaning contract(s) that reference certified green products:

The sections of the cleaning contract(s) that reference certified green products:

The website URL where information about the institution's green cleaning initiatives is available:

Office Paper Purchasing

Responsible Party

Diana McGrew
Assistant Director of Procurement
Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

Policies and directives adopted by entities of which the institution is part (e.g. government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

"---" *indicates that no data was submitted for this field*

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:
Yes

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

While sustainable attribute consideration may not be possible for all purchases, the following sustainable purchases are mandated by Ohio University...

Paper products must contain a minimum of 30% post-consumer recycled content
As a condition of institutional office supply contracts, preferred paper purchases comply with this request .

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

The purchasing policy was newly written this year, and preferred paper suppliers in our e-purchasing system, Bobcat Buy, will comply with the policy. Most paper purchases at Ohio University occur through Bobcat Buy, and through the preferred suppliers.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	310.79 *US/Canadian $*
30-49 percent	32,195.11 *US/Canadian $*
50-69 percent	39,421.22 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	2,651.38 *US/Canadian $*

Total expenditures on office paper :

238,559.34 *US/Canadian $*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

http://www.ohio.edu/sustainability/programs/Procurement.cfm

Inclusive and Local Purchasing

Responsible Party

Diana McGrew
Assistant Director of Procurement
Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

Submission Note:

Another procurement statement can be found at:
http://www.ohio.edu/sustainability/programs/Procurement.cfm

"---" *indicates that no data was submitted for this field*

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

Yes

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

Procurement Services strives to cultivate relationships with vendors and suppliers recognized by the State of Ohio as Minority Business Enterprises (MBE) and Encouraging Diversity, Growth, and Equity (EDGE). Businesses recognized by the State of Ohio as MBE/EDGE can contact the EEO Officer and Prevailing Wage Coordinator for more information. Procurement Services at Ohio University is

committed to continuing to promote the use of MBE / EDGE recognized vendors by the Ohio University community.

Also, at Ohio University, we ask our faculty and staff to take sustainability into consideration when making any purchases for their offices, classrooms, and buildings.Physical Purchases must consider the sustainable attributes of products. Sustainable attributes can include, but are not limited to...
Local: Products made within the state of Ohio or within 250 miles of the campus help support local communities and reduce emissions associated with long-distance shipping practices.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

Yes

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

6.80

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

http://www.ohio.edu/finance/procuretopay/procurement/supplier_diversity.cfm

Life Cycle Cost Analysis

Responsible Party

Diana McGrew
Assistant Director of Procurement
Purchasing

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Guidelines for Business Partners

Responsible Party

Laura Nowicki
Director, Procurement Services
Procurement

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

 1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

 And/or

 2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

Submission Note:

A draft policy which incorporates sustainable purchasing guidelines is currently awaiting approval.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Campus Fleet

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

"---" *indicates that no data was submitted for this field*

Total number of vehicles in the institution's fleet :

350

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	1
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	1
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	9
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

The university recently purchased its first 100 percent electric vehicle and plans to deploy electric charging stations this summer in several university parking lots.

The website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

SOV commuting numbers are overestimates based on parking permit sales. Other numbers are rough estimates.

"---" indicates that no data was submitted for this field

Total percentage of students that use more sustainable commuting options:

86.50

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	13.50
Walk, bicycle, or use other non-motorized means	83.50
Vanpool or carpool	1
Take a campus shuttle or public transportation	1
Use a motorcycle, scooter or moped	1

A brief description of the method(s) used to gather data about student commuting:

In order to park on Ohio University's campus, one must have a parking permit. Students must purchase student parking permits. We estimated the maximum percentage of students that commute with the only driver in the vehicle by dividing the number of parking permits sold to students by the total number of students enrolled at the university (excluding distance education students). This number should be an overestimate of the single occupancy drivers and an underestimate of those who use more sustainable commuting options.

The website URL where information about sustainable transportation for students is available:

http://www.ohio.edu/sustainability/programs/transportation.cfm

Employee Commute Modal Split

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

SOV commuter numbers are estimates based on parking permit data. Other numbers are very rough estimates.

"---" *indicates that no data was submitted for this field*

Total percentage of the institution's employees that use more sustainable commuting options:

5.60

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	94.40
Walk, bicycle, or use other non-motorized means	4.10
Vanpool or carpool	0.50
Take a campus shuttle or public transportation	0.50
Use a motorcycle, scooter or moped	0.50

Telecommute for 50 percent or more of their regular work hours	0

A brief description of the method(s) used to gather data about employee commuting:

In order to park at Ohio University, employees must have a parking permit. They are issued a parking permit upon employment and charged monthly for it. There is a mechanism to refuse a permit, in which case the employee does not pay for the permit. The total percentage of employees using a most sustainable commuting option was determined by dividing the total number of parking permits issued by the total number of employees. It is likely an underestimate as some employees pay for a parking permit just in case it is needed, even if they routinely use alternative transportation.

The website URL where information about sustainable transportation for employees is available:

http://www.ohio.edu/sustainability/programs/transportation.cfm

Support for Sustainable Transportation

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

     And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

No

A brief description of the facilities for bicycle commuters:

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

Does the institution have a "complete streets" or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

A brief description of the bicycle/pedestrian policy and/or network:

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

No

A brief description of the bicycle sharing program:

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

A brief description of the certification, including date certified and level:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

CATS: The Campus Area Transit System, or CATS, is a FREE bus for University students, faculty, staff and visitors throughout campus. No pass or ID is needed to ride. Many bus stop are located around campus. The CATS service runs several different bus loops.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

Any Ohio University employee is encouraged to request from Human Resources the names and contact information of colleagues residing near them. This simple process requires that interested participants self-identify as willing to carpool.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Ohio University is partnering with "zipcar" to offer car-sharing to students, faculty and staff on its Athens campus. The program is a membership-based car rental option that offers a sustainable, efficient and cost-effective transportation alternative. Members can easily reserve a vehicle on the zipcar website or by using an app on a smart phone.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

Ohio University offers a Flexplace work option (policy 40.063). Flexplace work options include working from home or an alternate location for one or more days per week.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

Ohio University offers a Flexible Work Schedules option (policy 40.063). Flexible Work Schedules may include such options as a compressed work week (for example, four 10-hour days, four 9-hour days and one 4-hour day, etc.), or may include alternative start and end times to the work day. Flexible Work Schedules will not reduce the number of hours required to be worked by an employee. For example, a full-time employee will be required to work 40 hours in a work week

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

No

A brief description of other sustainable transportation initiatives and programs:

The website URL where information about the institution's sustainable transportation program(s) is available:

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Andrew Ladd
Recycling & Zero Waste Manager
Recycling & Refuse

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

Submission Note:

We're always looking for new ways to increase our sustainability and reduce food waste. We also value student input; in fact, the Culinary Services Development Committee (CSDC) is a student-led group that helps us to evaluate sustainability-related ideas and initiatives. Our recent reusable bags initiative, in which all 2013-2014 residential students on a meal plan were provided with a reusable bag free of charge, was borne out of CSDC. We encourage all campus students to join this committee and let their voice be heard.

"---" *indicates that no data was submitted for this field*

Waste generated::

	Performance Year	**Baseline Year**
Materials recycled	1,505.10 *Tons*	1,333.68 *Tons*
Materials composted	747.76 *Tons*	497.15 *Tons*

Materials reused, donated or re-sold	290.59 *Tons*	291.95 *Tons*
Materials disposed in a solid waste landfill or incinerator	1,870.35 *Tons*	2,359.81 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	7,581	7,523
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	23,700.10	20,622
Full-time equivalent of employees	3,460	3,498
Full-time equivalent of distance education students	3,062	0

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2011	June 30, 2012

A brief description of when and why the waste generation baseline was adopted:

FY2012 is the first year for which The University is confident in our relative accuracy of data.

A brief description of any (non-food) waste audits employed by the institution:

We perform periodic waste "recovery" audits, pulling all waste from the dumpsters and recycling from a representative location to determine use and recycling rates and compare to after proper sorting rates.

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

Surplus is charged with administering the disposition of surplus/excess property which complies with applicable laws.
Any department which declares as excess state or university property will contact the Surplus Management Department. The property will be removed from the department for disposition either through transfer to another University department or public sale. See: Procedure for Disposition of Surplus/Excess Property Procedure No.55.071
Surplus Management has reusable items available to university departments at The Ridges Building # 9 and can be purchased for a very nominal fee. The warehouse is open from 8:00 a.m. - 3:30 p.m.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

Communication to parents, students, staff and faculty are accomplished through multiple newsletters and online resources. These include but are not limited to communications from the President and Dean of Students, Orientation, Move-In and Move-out guides, internal news publication and special event emails. Course catalogs, factbooks, directories and other resources are available electronically.

A brief description of any limits on paper and ink consumption employed by the institution:

Departments across campus are being progressively converted to third party owned printers and copiers. Black and white printing costs the department $.025 and color costs $.25.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

There are multiple drop-off locations for reusable goods (students are offered flyers outlining what qualifies as "reusable goods") at every residence hall, both indoors and outdoors. RAs and other volunteers are equipped to assist in locating drop-off programs. Food Donation Sites are also available in each residence hall. Students can drop off non-perishable food items left over from the semester that will be donated to local food pantries.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

Our catering and events have moved to eliminate disposable plastic items and replace with the new norm of 100% reusable or 100% compostable. Athletic tailgates and University sponsored events work with each invited vendor to increase reusable options and prohibit non-recyclable or non-compostable items. Surplus department captures reusable items for repurposing on campus or resale. Construction and design carefully considers reuse and salvage in every project.

A brief description of any food waste audits employed by the institution:

All food waste from the dining halls is captured in the kitchens by scraping plates into dedicated compost collection bins prior to washing of dishes. The percentage of food waste captured fluctuates between 95-98% with very little contamination. Composting of food waste is

done on-campus through a combination of in-vessel digesters and windrows. All compost is weighed before processing.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

Culinary Services relies heavily upon inventory data from past years; such benchmarking of past inventory needs has proved to be a fantastic asset when forecasting for the future. Our forecasting data also takes holidays, seasons and more into account in order to gain a clearer picture of future inventory needs.

Recent renovations have focused on reducing food waste from the production end as well. For example, the cook/chill system and central production kitchen at our Central Food Facility has helped us to further reduce waste by centralizing production. Instead of making soup, sauces, pasta, rice and other food items individually in all of our units, these items are made in one location and shipped out. The cook/chill system allows us to produce food in bulk and then chill it for up to 30 days.

This central production model also allows us to eliminate redundant machinery within each of our Dining Courts/Halls and affords us with a smaller, more energy efficient production footprint. There is also minimal food waste within the Central Food Facility as a result of this central production model.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

All of Culinary Services' Dining Courts/Halls track food waste, excluding the food that is served to student diners and then thrown away by the student diner. The national benchmark for food waste in a food operation is 2% of the total value of food purchased.

In the 2013-14 school year, our dining courts/halls purchased $4,800,482 in food. The dollar value of the food thrown away was $56,898, or 1.19% of the total value of food purchased. Compared to 2010-11, when Culinary Services did not have a centralized production kitchen and cook-chill facility, the value of food thrown away was $82,340 (this number has been adjusted for inflation).

Culinary Services has reduced the value of food waste by $25,442 which is a 31% reduction in food waste ($25,442 divided by $82,340 = 31%). Such numbers highlight the fact that Ohio University Culinary Services produces only a small amount of waste (and well below the national average).

Post consumer food waste is tracked through our composting system as described above in the food waste audit section (all compost is weighed before processing). Programs to reduce post-consumer waste are described in the dining services waste minimization section below (signage, educational programs, self-serve options).

Additionally, all of our staff is ServSafe certified in safe food handling and have the necessary qualifications to determine if food is safe to reuse. It is not a safe practice to re-heat food more than once, and any leftover food that has already been re-heated is thrown away. Leftover food that has been re-heated once cannot be donated due to the risk of foodborne illness.

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

Culinary Services explored the possibilty of reusable containers; however, these are against the Ohio Food Code and would not pass a local health inspection. All of our campus dining venues utilize compostable take-out containers that help to both maximize the use of our two campus composting vessels and further ongoing campus sustainability efforts. All of our compostable service ware is BPI certified.

A brief description of the institution's provision of reusable service ware for "dine in" meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

All dining halls use reusable service ware (plates, glasses, bowls, knives, forks, etc.) for all dine-in operations. To-go options and operations at our Student Union use compostable options on all items packaged in house (plates, clamshells, knives, forks, dressing ramekins, napkins, hot and cold cups including lids, etc.). We have a comprehensive on-campus composting facility.

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

Culinary Services offers discounts to customers utilizing reusable mugs at all five campus cafés and our primary food court located in the campus student center. The regular cost of a 16 oz coffee at a campus café is $1.75. Use of a reusable mug discounts this price to $1.25, for a recurring savings of .50 cents per visit.

A brief description of other dining services waste minimization programs and initiatives:

Ohio University Culinary Services is committed to providing the highest quality dining and consumer experience possible for the diverse university community and guests; such commitment supports the educational mission and residential concept of Ohio University.

We collaborate with the Office of Sustainability to help educate students regarding food waste and how they can help to decrease the amounts of wasted food. Signs are posted in all Dining Courts/Halls encouraging students to take only what they know they will eat and to not be shy about asking for smaller portions. Furthermore, Shively Court and Nelson Court, two of our most recently renovated dining venues, provide numerous self-serve concepts in which customers can choose their own portions. Such self service stations have greatly reduced our amounts of food waste.

The website URL where information about the institution's waste minimization initiatives is available:

http://www.ohio.edu/sustainability

Waste Diversion

Responsible Party

Andrew Ladd
Recycling & Zero Waste Manager
Recycling & Refuse

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

Submission Note:

Ohio University is well on our way to an 80% diversion rate.

"---" *indicates that no data was submitted for this field*

Materials diverted from the solid waste landfill or incinerator:

3,486.20 *Tons*

Materials disposed in a solid waste landfill or incinerator :

1,870.35 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

Comprehensive infrastructure for recycling exists in every building on campus, every dorm room, every office, every lab, every classroom. We are now working on instituting co-located recycling in our outdoor venues. Pre and post consumer composting is successful in all dinging operations and has been recently introduced within our catering dept. Outreach to the student body takes the form of Orientation tours, University leadership tweets and emails, signage, events, press releases, etc.

A brief description of any food donation programs employed by the institution:

Throughout the year, Culinary Services donates excess food items to the Southeast Ohio Food Bank. Additionally, students enrolled in our Flex Meal Plans may utilize their unused meals to purchase non-perishable food items and place them in donation bins located within our Campus Markets. These donation bins are regularly collected by an Athens County food bank. Extensive and comprehensive Move-out and Winter Break Food-Drives from the residence halls

A brief description of any pre-consumer food waste composting program employed by the institution:

Ohio University is home to the largest known in-vessel composting system at any college or university in the nation. Food is collected from Central Foods Facility and all Athens campus dining halls six days per week. Near 100% of both pre- and post- consumer waste is collected.

A brief description of any post-consumer food waste composting program employed by the institution:

Ohio University is home to the largest known in-vessel composting system at any college or university in the nation. Food is collected from Central Foods Facility and all Athens campus dining halls six days per week. Near 100% of both pre- and post- consumer waste is collected.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	---
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes

Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

E-Waste, Textiles, Styrofoam, Mattresses, Carpet, Books, Confidential records, Coal Ash, Theatre set wood, reusable items of all kinds, etc.

Construction and Demolition Waste Diversion

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Hazardous Waste Management

Responsible Party

Cliff Hamilton
Environmental Engineer
Environmental Health & Safety

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

http://www.ohio.edu/riskandsafety/ehs/hazmat/chemical.htm
(Environmental Health & Safety)

http://www.ohio.edu/policy/55-031.html
(Purchasing policy for hazardous waste)

http://www.ohio.edu/facilities/recycle/erecycling.htm
(Recycling & Refuse e-cycling webpage)

"---" *indicates that no data was submitted for this field*

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:
Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

On our Environmental Health and Safety website,

http://www.ohio.edu/riskandsafety/ehs/hazmat/chemical.htm

, users of chemicals are encourage to minimize amounts purchased. "Frequently chemical suppliers will attempt to sell more chemicals for less, please don't buy surplus chemicals. Surplus chemicals tend to end up in the chemical waste stream at a later date." Also, the university tracks the purchase of extremely hazardous chemicals and seeks to minimize purchase of future extremely hazardous chemicals.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

The university has a policy, Policy 44.104, Disposal of Hazardous Materials, for disposal of hazardous materials. The Recycling & Refuse department provides e-waste and universal waste collection such as for batteries and compact fluorescent bulbs. All disposal beyond that point is managed by a third party contractor who abides by human and environmental safety standards.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

There have been no reportable hazardous material release incidents or any incidents which impacted human health or the environment in the past three years.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

There is a mechanism in place to give away surplus chemicals for which there is no internal use.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:
Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:
Yes

A brief description of the electronic waste recycling program(s):

All used electronics and equipment generated from on campus staff, faculty and operations is processed through our surplus dept. for repurposing on campus or for resale. Items deemed unsuitable for re-sale are processed through Campus Recycling with a third party partner who is both R2 and E-Steward certified. Additionally E-waste collection cabinets are located across campus for easy recycling of small electronic waste. Students and off-campus community members are provided two centralized and supervised drop off locations for larger items at no charge. Additionally we host annual community recycling events that include E-Waste as a category of recovery.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

For easy to handle items, the collection cabinets are a safe way to dispose of items. Other items are picked up by trained recycling/refuse staff. All disposal beyond that point is managed by a third party contractor who R2 and E-Steward certified and abides by human and environmental safety standards.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://www.ohio.edu/policy/44-104.html

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

"---" *indicates that no data was submitted for this field*

Level of water risk for the institution's main campus:

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	251,795,000 *Gallons*	245,515,000 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	242,717,000 *Gallons*	236,645,000 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	7,581	7,495
Number of residential employees	---	---
Number of in-patient hospital beds	---	---
Full-time equivalent enrollment	23,700	23,859
Full-time equivalent of employees	3,460	3,239
Full-time equivalent of distance education students	3,062	2,259

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	---	---

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	---	---

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2011	June 30, 2012

A brief description of when and why the water use baseline was adopted:

FY12 was the oldest readily available data for total water use.

Water recycled/reused on campus, performance year:

9,078,000 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

When the university golf course was renovated in 2002, a pond was constructed on the golf course for irrigation purposes. This pond is the primary source of irrigation water for all Ohio University athletic fields. A well beneath the pond is used as a back-up source of water.

A brief description of any water metering and management systems employed by the institution:

The City of Athens provides almost all of the potable water for campus. The City of Athens has water meters on almost all campus buildings, and meters are read regularly by city employees for billing purposes. The meter readings are sent to Ohio University along with the monthly water and sewage bills.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

All building renovations must conform to Ohio Plumbing Code standards, section 401.3 (Water conservation), which dictate low consumption plumbing fixtures and fittings. All building renovations above $1 million must also conform to LEED silver requirements which have a prerequisite to employ strategies that in aggregate use 20% less water than the water use baseline.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

The grounds department strives to install low maintenance plants which do not require supplemental water.

A brief description of any weather-informed irrigation technologies employed by the institution:

A brief description of other water conservation and efficiency strategies employed by the institution:

Our sustainability plan prohibits the installation of permanent irrigation systems that rely on potable water. This prohibition has resulted in a change in unwritten procedures for plantings and irrigation as explained above. The minimum amount of irrigation possible is used on campus landscaping; some beds are never watered.

The website URL where information about the institution's water conservation and efficiency initiatives is available:

http://www.ohio.edu/sustainability/programs/Water.cfm

Rainwater Management

Responsible Party

Cliff Hamilton
Environmental Engineer
Environmental Health & Safety

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for both parts of this credit as long as the policies apply to and are followed by the institution.

"---" *indicates that no data was submitted for this field*

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

Construction project managers at Ohio University are encouraged to incorporate stormwater best management practices in all construction projects to aid in reaching the goal of LEED Silver or equivalent certification for all buildings or renovations above $1 million. BMPs such as rain gardens, green roofs, bioswales and bioretention ponds are now applications considered for all new buildings. A small waterway feeding a campus stream was recently restored to its natural state using university design expertise. Existing campus

space is being upgraded to current best management practices as renovations or alterations occur for all other projects. The university is in the process of creating written policies and procedures for low impact development practices for the Design & Construction department.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

No

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

Policies exists to at minimum comply with state and federal storm water regulations, but are not publicly available. Programs are being developed to implement additional best management practices as resources allow.

A brief description of any rainwater harvesting employed by the institution:

Ohio University harvests rainwater at the EcoHouse, a university-owned, student-rented, house, and at the compost facility. Collection systems exist elsewhere (at the Ridges) but the water is not utilized.

Rainwater harvested directly and stored/used by the institution, performance year:

4,549 *Gallons*

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

The compost facility has a filter strip to filter rainwater runoff from its windrows, and a biofilter to filter the rainwater harvested from its roof. See below for Walter Fieldhouse installations.

A brief description of any living or vegetated roofs on campus:

A brief description of any porous (i.e. permeable) paving employed by the institution:

Gravel lots are used wherever practicable.

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

A brief description of any stormwater retention and/or detention ponds employed by the institution:

When the university golf course was renovated in 2002, a pond was constructed on the golf course for irrigation purposes. This pond is the primary source of irrigation water for all Ohio University athletic fields. There is also now a dry basin and a bioretention pond at the Walter Fieldhouse which collects water from the building exterior and parking lot.

A brief description of any bioswales on campus (vegetated, compost or stone):

A brief description of any other rainwater management technologies or strategies employed by the institution:

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

"---" *indicates that no data was submitted for this field*

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Ohio University Office of Sustainability (and its staff), the Ecology and Energy Conservation Committee and the Sustainable Ohio University Leaders are three of the primary offices/committees that focus on sustainability broadly for the entire institution. Together, these entities work to assess progress made thus far on the institution's sustainability plans, propose opportunities for growth, identify and remove roadblocks and navigate development and implementation efforts. The Office of Sustainability supports the work of the Sustainable Ohio University Leaders (President-supported, volunteer committee) who report their efforts to the Ecology and Energy Conservation Committee (University Standing Committee, President-appointed), who then report their efforts to the University's administration. Progress made by these entities working together is quite significant and can be viewed in the University's annual reports, available online at

www.ohio.edu/sustainability

. In short, their efforts have realized energy conservation measures, waste management successes, outreach efforts, regular reporting and inclusive problem-solving. Any amendments to the Sustainability Plan or Climate Action Plan must be done through these groups, so they continually oversee development efforts.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

Ecology and Energy Conservation Committee
The Committee strives to bring to the attention of the University community those activityies that will enhance the environment and achieve energy savings and low-energy living. It also addresses general sustainability-related issues facing the campus and seeks tot recommend solutions to the University administration

The Ecology and Energy Conservation Committee makes its recommendations for policy and actions to the Vice President for Administration. It oversees another University Committee, the Sustainable Ohio University Leaders, which implement and report on the Sustainability Plan and Climate Action Plan

This Committee fulfills multiple roles:
1. Preserving and enhancing the physical environment at Ohio University
2. Promoting energy conservation on the campus and in the (sustainable) lifestyle of Ohio University faculty, students and staff.

The Committee may review and make recommendations on:

1. Needed or proposed significant changes in the physical appearance of the Athens campus and the regional campuses, including the removal and/or planting of trees, shrubbery and grassy areas, and the construction of new roads, paths, fences, parking lots and new construction or remodeled physical structures;
2. Needed or proposed regulations concerning air, water, energy, solid waste, pesticide, noise polution and recycling;
3. needed or proposed policies and practices relating to energy consumption and conservation.
4. Ohio University Sustainability Plan
5. Ohio University Climate Action Plan

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Composition
Faculty : 4 Voting
Students : 3 Voting (1 Graduate Student, 2 Undergradute Students, one of whom lives in residence hall)
Administrative : 6 Voting (1 At Large, 1 Rep. of Grounds Maintenance, 1 Rep. of Facilities Planning, 1 Rep. of Energy Management, 1 Rep. of Env. Health and Safety, 1 Rep. of Campus Recycling and Refuse)
Classified : 1 Voting

Total : 15 Total (Including One Voting Community Member)

Committee Roster
Faculty
Nancy Manring '16 Chair, (Political Science)

manring@ohio.edu

Alexei Davydov '17 (Math, College of Arts & Sciences)

davydov@ohio.edu

Ana Rosado Feger '15 (COB)

rosadof@ohio.edu

Daryn Straley '17 (Family Medicine, OU-HCOM)

straley@ohio.edu

Undergraduate Students
Caitlyn McDaniel, '15

cm947610@ohio.edu

Grant Stover, '15

gs155412@ohio.edu

Graduate Student
Carl Edward Smith III, '15

cs159707@ohio.edu

Administrators
Dwight Ladd, '16 (Manager, Recycling and Refuse)

laddd@ohio.edu

Community Member
Paul Logue '15

Classified Staff
Jennifer Romero, '17 (Student Accessibility Services)

romeroj@ohio.edu

Ex Officio Voting Members
Environmental Health and Safety, Cliff Hamilton, Designee
Energy Management, Scott Miller, Designee
Campus Recycling and Refuse, Henry Woods, Designee
Facilities Planning, Mark Whitney, Designee
Energy Management, Annie Laurie Cadmus, Designee
HR, Awaiting Designee
Grounds Maintenance, Awaiting Designee

The website URL where information about the sustainability committee(s) is available:

http://www.ohio.edu/standingcommittees/committee.cfm?customel_datapageid_1748687=1749799

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

Ohio University's Office of Sustainability provides services and support to the campus community; advocates for innovation and research; and ensures fulfillment of institutional commitments to environmental, social and economic well-being.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

2

The website URL where information about the sustainability office(s) is available:

http://www.ohio.edu/sustainability

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Annie Laurie Cadmus

A brief description of each sustainability officer position:

Manage development, implementation, assessment of Sustainability and Climate Action Plans; assist with student development programs associated with sustainability; serve as a resource to the campus; facilitate national and institutional reporting on sustainability; other duties as assigned.

The website URL where information about the sustainability officer(s) is available:

http://www.ohio.edu/sustainability/about/staff.cfm

Sustainability Planning

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	Yes
Campus Engagement	No	No
Public Engagement	No	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	Yes	Yes
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	Yes	Yes
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	Yes
Diversity and Affordability	No	No
Health, Wellbeing and Work	Yes	Yes
Investment	Yes	Yes

Other	Yes	Yes

A brief description of the plan(s) to advance sustainability in Curriculum:

Benchmark 9 of the Ohio University Sustainability Plan: Increase enrollment in sustainability-themed courses, majors, and programs.
Recommended Strategies
• Identify sustainability-focused and sustainability-related courses.
• Explore opportunities for integration, including using the GENED system, in particular the tier III courses; special topics courses; University College courses; Tier II; common reading project.
• Work with internal grants sources to provide incentives for faculty to develop new courses and revise existing courses.
• Create opportunities for faculty to participate in professional development.
• Work with faculty to identify existing courses that are ripe for integration.
• Develop language related to the impact that participating in sustainability-related or focused courses could have on interdisciplinary promotion and tenure measures and support faculty who do this.
• Assemble a group of faculty who could serve as sustainability curriculum mentors to advise other faculty.

Benchmark 11 of the Ohio University Sustainability Plan: Provide undergraduate students with a sustainability-focused major, degree program, or equivalent

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Target and Date for Benchmark 9: Definition and baseline by December 2011. 5% increase in course offerings and enrollment per year compared to December 2011.
Target and Date for Benchmark 11: At least one major, degree program, or equivalent by 2015.

Accountable parties, offices or departments for the Curriculum plan(s):

Common Experience Project on Sustainability, Ecology and Energy Conservation Committee, Office of Sustainability, University College, Enrollment, Office of the Provost

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Benchmark 23 of the Ohio University Sustainability Plan: Strengthen sustainability research activities.
Recommended Strategies
• Work with internal grant sources and the Center of Excellence in energy and the environment to provide incentives for faculty to explore and expand research opportunities.
• Assess all units across campus to determine whether interdisciplinary, trans-disciplinary, and multi-disciplinary research are acknowledged and rewarded during faculty promotion and tenure.
• Identify ongoing funding support for faculty development workshops.

Benchmark 35 of the Ohio University Sustainability Plan: Define and track sustainability research activities
Recommended Strategies
• Designate Office of Sustainability as lead for coordination of tracking process.
• In collaboration with the Office of Research and Sponsored Programs and the Center of Excellence in energy and the environment, conduct initial baseline assessment of qualifying research activities.

• Discuss scope of sustainability research activities with the Consortium for Energy, Economics, and Environment (CE3).

The measurable objectives, strategies and timeframes included in the Research plan(s):

Target and date for Benchmark 23:
25% of all full-time faculty by 2020 or 5% per year increase beginning 2012-2013. 75% of all academic departments and centers by 2020 or 5% per year increase beginning 2012-2013.

Target and date for Benchmark 35:
Definition of sustainability research activities within one month of Sustainability Plan adoption. Inventory by faculty, department, collaboration, awards, and award dollars within 3 months of Sustainability Plan adoption.

Accountable parties, offices or departments for the Research plan(s):

Center for Excellence in Energy and Environment (CE3), Common Experience Project on Sustainability, Office of Research and Sponsored Programs, and Office of Sustainability

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

Benchmark 1 of the Ohio University Sustainability Plan: Reduce institutional greenhouse gas emissions (GHGE) across all campuses.
Recommended Strategies
• Reduce use of fossil fuel based energy infrastructure.
• Improve efficiency of existing and planned campus facilities.
• Increase renewable energy generation and sourcing.
• Provide a mechanism for university community members to invest in carbon offsets that benefit projects on campus.
• Actively promote resource sharing, reuse, electronic communications, bulk purchasing &aggregated delivery.
• Reduce size and use of university fleet.
• Prohibit vehicle idling.
• Support increased use of tools for online and virtual meetings.
• Conduct a feasibility study for the replacement of Lausche Heating Plant and develop a plan for replacement.
• Schedule evening events and classes in buildings that cannot easily be powered down.
• Institute centralized scheduling

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Target and Date
Athens Campus: 25% below 2005 levels by 2030. 80% below 2005 levels by 2050. Carbon neutrality by 2075. Regional Campuses: 25% below baseline levels (as established for each campus through Climate Action Plan) by 2030. 80% below baseline levels by 2050. Carbon neutrality by 2075.

Accountable parties, offices or departments for the Air and Climate plan(s):

Facilities Management, Procurement, Office of the Provost, Residential Housing, Office of Sustainability ,Culinary Services, Office of Parking and Transportation Services

A brief description of the plan(s) to advance sustainability in Buildings:

Benchmark 4 of the Ohio University Sustainability Plan: LEED certify new buildings and
major renovations on all campuses
Recommended Strategies
• Provide support for the LEED accreditation of all planning and design and construction staff.
• Actively solicit funding opportunities for innovative green building elements and approaches.

Benchmark 12 of the Ohio University Sustainability Plan: Evaluate LEED EBOM of existing facilities

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Target and Date for Benchmark 4:
LEED Silver minimum certification for all building and renovation projects budgeted at or above $2 million, effective FY2011.
Equivalent LEED-based approach for projects budgeted under $2 million, effective FY2012.

Target and date for Benchmark 12:
Checklist evaluation of at least one existing facility over 15,000 gsf. Completed within 3 months of Sustainability Plan adoption.

Accountable parties, offices or departments for the Buildings plan(s):

Facilities Management, Office of Design and Construction, Residential Housing

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

Benchmark 14 of the Ohio University Sustainability Plan: Increase purchase of local food.
Recommended strategies
• Designate sustainability leaders in all departments and operational areas.
• Continue outreach and collaboration with local growers and suppliers to increase the availability and scope of food items.
• Work with commercial vendors that offer local and sustainable product lines

Benchmark 30 of the Ohio University Sustainability Plan: Provide information to diners regarding sustainability-attributes of food options
Recommended strategies:
• Designate Dining Services to develop an in-house marketing campaign to identify locally sourced items in both the dining halls and retail locations.
• Designate Dining Services to develop an in-house marketing campaign to identify items that are sustainable i.e. organic, low impact, alternative energy produced.

Benchmark 32 of the Ohio University Sustainability Plan: Increase food donations to local service organizations
Recommended strategies:
• Explore opportunities to address structural constraints in collaboration with Athens County Health Department.
• Designate Office of Sustainability as meeting coordinator.

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Target and date for Benchmark 14:
0.5% per year between 2011 and 2016.

Target and date for Benchmark 30:
Labeling and marketing program by 2012.

Target and date for Benchmark 32:
Meet with Athens County Health Department, Culinary Services, and local service groups to discuss current obstacles and establish baseline goals for improvement by the end of Fall Quarter 2011.

Accountable parties, offices or departments for the Dining Services/Food plan(s):

Culinary Services, Office of Sustainability, Ohio University Auxiliaries, Atrium Café, Kennedy Museum Café,

A brief description of the plan(s) to advance sustainability in Energy:

Benchmark 2 of the Ohio University Sustainability Plan: Reduce campus and building energy intensity
Recommended Strategies
• Institute demand side management program within the department of Facilities Management in accordance with Sustainability Plan and Climate Action Plan goals.
• Install building level meters for electricity and steam.
• Establish real-time energy monitoring capacities that are accessible to all members of the University community.
• Implement energy conservation measures (ECM) across all campuses.
• Ensure new construction/renovation projects achieve lower MMBTU/gsf energy profile than campus average.
• Institute an "energy tap fee" on all construction and renovation projects over $2 million beginning in fall 2011. One percent or more of total project costs directed to a demand reduction and renewable energy project fund managed by Facilities.
• Planned projects that are projected to lead to a breach of the 24 MW peak will be required to present a plan to AVP Facilities for comparable reduction in electricity use elsewhere on campus or the generation of sufficient renewable energy to manage the increase.
• Develop a policy for temperature set points across campus.

Benchmark 3 of the Ohio University Sustainability Plan: Increase renewable energy generation and sourcing
Recommended Strategies
• Actively solicit funding opportunities for renewable energy installations.
• Institute an "energy tap fee" on all construction and renovation projects over $2 million beginning in fall 2011. One percent or more of total project costs directed to a demand reduction and renewable energy project fund managed by Facilities.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Target and Date for Benchmark 2:
Reduce building energy intensity 20% below 2004 levels by 2014 and 40% below 2004 levels by 2030. Avoid 24 Megawatt (MW) peak on the Athens campus. Lower peak to 23 MW by 2016.

Target and Date for Benchmark 3:
20% of all campus energy use by 2020.

Accountable parties, offices or departments for the Energy plan(s):

Facilities Management, Office for Design and Construction, Residential Housing

A brief description of the plan(s) to advance sustainability in Grounds:

Benchmark 26 of the Ohio University Sustainability Plan: Practice Integrated Pest Management (IPM)
Recommended strategies:
• Survey and document classification of plants, native and invasive, turf and wildlife habitat.
• Prioritize attention and effort towards College Green, the Ridges, and the Hocking River areas

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Target and date:

Plan adopted by June 2011.

Grounds manager to report annually on progress toward this goal.

Accountable parties, offices or departments for the Grounds plan(s):

Design and Construction, Facilities Management/Campus Grounds

A brief description of the plan(s) to advance sustainability in Purchasing:

Benchmark 19 of the Ohio University Sustainability Plan: Increase use of green cleaning products

Recommended strategies:

• Designate Facilities Management as lead for policy development and implementation.

• Investigate sustainability attributes and use of BioPreferred products

Benchmark 20 of the Ohio University Sustainability Plan: Increase the percentage of paper products on campus that include post-consumer recycled content

Recommended strategies:

• Designate sustainability leaders in all departments and operational areas.

• Work with vendor to increase sustainability attributes of products.

• Sort products based on sustainability priorities.

• Work with Inter-University Council of Ohio to incorporate sustainability standards into paper contracts.

Benchmark 28 of the Ohio University Sustainability Plan: Increase purchase of non-food local goods and services and environmentally preferable goods.

Recommended strategies:

• Designate sustainability leaders in all departments and operational areas.

• Require that non-local contractors partner with local organizations and businesses.

• Work with vendors to increase sustainability attributes of products.

• Sort products based on sustainability priorities.

• Investigate sustainability attributes and use of BioPreferred products.

Benchmark 29 of the Ohio University Sustainability Plan: Increase purchase of environmentally preferable computer products

Recommended strategies:

• Designate sustainability leaders in all departments and operational areas.

• Funnel computer purchases thru the Technology Depot and/or SciQuest.

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Target and date for Benchmark 19:

Exclusive use of certified products when available and competitively priced.

Target and date for Benchmark 20:

75% of all annual paper products purchased will include at least 30% PCC by June 2012.

Target and date for Benchmark 28:

0.5% per year between 2011 and 2016.

Target and date for Benchmark 29:

75% of all annual computer products purchased rated EPEAT Gold or better by FY2012.

Accountable parties, offices or departments for the Purchasing plan(s):

Facilities Management, Procurement Services, Bobcat Depot

A brief description of the plan(s) to advance sustainability in Transportation:

Benchmark 16 of the Ohio University Sustainability Plan: Improve sustainability profile of student, staff, and faculty vehicles
Recommended strategies:

• Institute parking pass fees for all faculty and staff on the Athens campus.

• Offer incentives such as preferred parking spots and discounted parking pass rates for LEFE vehicles

Benchmark 18 of the Ohio University Sustainability Plan: Improve sustainability profile of campus fleet
Recommended strategies:

• Centralize ownership and management of university vehicles.

• Designate the Department of Parking and Transportation as lead for tracking and reporting average fuel economy figures.

• Compile resources regarding CAFÉ standard compliant vehicles.

• Designate sustainability leaders in all departments and operational areas.
.
Benchmark 27 of the Ohio University Sustainability Plan: Decrease use of Single Occupancy Vehicles (SOV)
Recommended strategies:

• Develop and implement a University/City Transit Partnership

• Provide indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one campus location.

• Improve CATS service on the Athens campus.

• Institute parking pass fees for all faculty and staff on the Athens campus.

• Offer incentives such as preferred parking spots and discounted parking pass rates for carpool program participants.

• Prioritize compactness and walkability in master planning and campus development.

• Assess feasibility of a shuttle service from surrounding communities.

• Actively promote use of the ride share board and carpooling through the Human Resources Department

• Investigate using a portion of parking pass fees to improve public transportation in the future.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Target and Date for Benchmark 16:

60% of all student, faculty and staff vehicles will be classified as LEFE by 2015.

Target and date for Benchmark 18:

Average fuel economy of the campus fleet will increase by 5% per year beginning in the fall of 2011. All cars and light trucks acquired from outside the university beginning in June 2011 will meet or exceed 2011 federal CAFÉ standards.

Target and date for Benchmark 27:

85% of all students and 20% of all faculty and staff will use a non-SOV option as their primary method of transportation by 2015, including but not limited to non-motorized, shared, and alternative fuel options.

Accountable parties, offices or departments for the Transportation plan(s):

Transportation and Parking Services, Human Resources, University Planner, University-City Transit Partnership

A brief description of the plan(s) to advance sustainability in Waste:

Benchmark 5 of the Ohio University Sustainability Plan: Reduce Solid Waste
Recommended Strategies
• Actively promote resource sharing, reuse, electronic communications, bulk purchasing, and aggregated delivery.
• Develop training to move offices towards paperless operation.
• Offer reduced portion sizes at all all-you-can-eat dining facilities.
• Offer discounts across campus for use of reusable containers.
• Expand office supply swap programs.
• Implement campus-wide inventory system to facilitate the reuse of laboratory chemicals.
• Designate sustainability leaders in all departments and operational areas.
• Place more unified recycling bins across campus and co-locate trash and recycling bins.
• Partner with Off-Campus Living to reduce waste from off-campus housing.

Benchmark 7 of the Ohio University Sustainability Plan: Increase Recycling Rates
Recommended strategies:
• Implement single or dual stream recyclable materials collection.
• Require all construction contractors to sort recycling waste and report tonnage to Project Managers.
• Review and amend waste and recycling contracts on an on-going basis to ensure that the highest value is being garnered.
• Implement improved waste tracking mechanisms.
• Assess opportunities for community-based and regional waste partnerships.

Benchmark 15 of the Ohio University Sustainability Plan: Improve identification and proper handling of hazardous waste
Recommended strategies:
• Funnel all chemical purchases through a central purchasing system.
• Track the amount of hazardous chemicals purchased by the University.
• Designate a leader in Environmental Health and Safety to increase staff knowledge of hazardous waste compliance.
• Implement a purchasing system that automatically notifies EHS when a hazardous chemical is purchased.

Benchmark 34 of the Ohio University Sustainability Plan: Implement notification system for local service organizations regarding availability of surplus items
Recommended strategies
• Develop inventory of local area service organizations.
• Include notification system information on the Campus Surplus and Office of Sustainability Web sites.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Target and Date for Benchmark 5:
5% per year between 2011 and 2016.

Target and Date for Benchmark 7:
80% by weight of all recyclable solid waste by 2016.

Target and date for Benchmark 15:
Implement tracking system for purchased hazardous chemicals by 2013.

Target and date for Benchmark 34:
Notification system active within 3 months of Sustainability Plan adoption.

Accountable parties, offices or departments for the Waste plan(s):

Offices of: Recycling and Refuse, Facilities Management, Moving and Surplus, Culinary Services, Environmental Health and Safety, and Design and Construction

A brief description of the plan(s) to advance sustainability in Water:

Benchmark 13 of the Ohio University Sustainability Plan: Prohibit the installation of permanent irrigation systems that rely on potable water
Recommended strategies:
• Designate the Office for Design and Construction as lead for policy development and implementation.
• Support the use of weather-informed irrigation systems in existing applications.

Benchmark 17 of the Ohio University Sustainability Plan: Institute storm water management plan
Recommended Strategies:
• Designate University Planner as lead for plan development and implementation.

The measurable objectives, strategies and timeframes included in the Water plan(s):

Target and date for Benchmark 13:
Total ban effective June 2011. Full compliance reviewed annually for reporting.

Target and Date for Benchmark 17:
Plan adopted by June 2012.

Accountable parties, offices or departments for the Water plan(s):

Design and Construction, Facilities Management, and Office of Sustainability

A brief description of the plan(s) to advance Diversity and Affordability:

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Benchmark 33 of the Ohio University Sustainability Plan: Encourage residency in City of Athens for Athens campus employees
Recommended strategies:
• Discuss opportunities for collaboration with Athens Chamber of Commerce, Athens Convention and Visitors' Bureau, and Athens Realty Board.
• Develop promotional materials profiling area residents employed at the university.

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Target and date:
Informational materials will be provided to all incoming faculty and staff prior to relocation by 2012.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Human Resources, Office of Sustainability

A brief description of the plan(s) to advance sustainability in Investment:

Benchmark 21 of the Ohio University Sustainability Plan: Assess endowment investment in sustainable corporations and entities and recommend strategies for increasing investment in these corporations and entities
Recommended strategies:
• Seek disclosure on environmental profiles of entities in which we invest.
• Explore the potential creation of a committee on investor responsibility with multi-stakeholder representation.
• Conduct screening of the entire investment pool, giving preference, where possible, to investments that align with criteria for environmental justice.
• Seek investments that promote sustainability including sustainability industries, businesses selected for exemplary sustainability performance, sustainability investment funds, community development financial institutions, socially responsible mutual funds with.
• Establish a student-managed socially responsible investment fund.

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Target and date:
Annual assessment beginning in the academic year following sustainability plan adoption.

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

Benchmark 22 of the Ohio University Sustainability Plan: Implement recruitment strategies targeting sustainability-minded students, faculty, and staff
Recommended strategies:
• Designate Vice Provost for Enrollment Management as lead for student recruitment initiatives.
• Designate the Director of Compensation to work with departments to include a preferred interest in sustainability and environmental issues in faculty and staff job descriptions.
• Distribute recruitment materials prepared on behalf of the College of Arts and Sciences to all units upon request.
• Integrate sustainability emphasis into OHIO Up Close and other tours and programs for prospective students.

The measurable objectives, strategies and timeframes included in the other plan(s):

Target and Date:
Beginning in the fall of 2012, use the sustainability profile of the school as a tool to recruit students with an expressed interest in sustainability. Faculty and staff will be recruited based on an expressed interest in sustainability and environmental issues beginning in the fall of 2012.

Accountable parties, offices or departments for the other plan(s):

Human Resources, Undergraduate Admissions, Office of Sustainability

The institution's definition of sustainability:

Ohio University defines "sustainability" as the ability to meet the needs of the present without compromising the needs of future generations to meet their needs (adapted from the Brundtland definition). We take a triple bottom line approach to this concept by ensuring that the actions of the University are inclusive of 1.) People/Equity, 2.) Planet/Environment and, 3.) Prosperity/Economy. (

http://www.ohio.edu/sustainability/about/history.cfm

)

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:
No

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The website URL where information about the institution's sustainability planning is available:

http://issuu.com/sustainableou/docs/ohio_university_sustainability_plan_v3?e=3878137/1670322

Governance

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

"---" *indicates that no data was submitted for this field*

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

"All students of Ohio University, Athens campus, shall be eligible to vote in a [Student] Senate election. No student shall vote more than one time during any Senate election... All students of Ohio University, Athens campus, in good academic standing and enrolled full time, may serve as an Executive Officer or Senator. There shall be at least one meeting held each calendar month, excepting June, July, August, and December. Students of Ohio University, Athens campus wishing to have an item placed on the agenda shall make such request to the President before the meeting is called to order."

https://docs.google.com/document/d/1do18bPxCVxvd2TKxb-Gs_y8vCSFbp5xHViiVBU35iDo/edit?pli=1

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:
Yes

A brief description of student representation on the governing body, including how the representatives are selected:

"Student trustees are appointed by the governor of Ohio from a group of five candidates suggested to the governor. A committee of student leaders annually reviews applications and forwards its nominations to the Office of the President for referral to the Governor's Office."

http://www.ohio.edu/trustees/selection/index.cfm

"The two student trustees ... may not vote on Board matters but their opinions and advice will be actively solicited and welcomed in Board deliberations."

http://www.ohio.edu/trustees/governance/upload/BylawsAug2014.pdf

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Students serve on the Budget Planning Council, which is an "advisory body that is a key component of the established governance mechanisms of Ohio University... The Budget Planning Council is charged with serving an advisory role to the President regarding current and multi-year budget issues, long-term financial policies and funding priorities."

http://www.ohio.edu/finance/bpa/upload/092112-BPC-Charge.pdf

Students serve on the Ecology and Energy Conservation Committee (EECC) which "fulfills two roles:
1. Preserving and enhancing the physical environment at Ohio University
2. Promoting energy conservation on the campus and in the lifestyle of Ohio University faculty, students and staff."

http://www.ohio.edu/standingcommittees/committee.cfm?customel_datapageid_1748687=1749799

EECC is responsible for the implementation of the Ohio University Sustainability Plan and Climate Action Plan and has influenced the policies of Ohio University with regards to fracking in the past three years.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

The Ohio University Administrative Senate is an elected body representing administrators at Ohio University.

The Ohio University Classified Senate serves as "an advisory board for the discussion of
policies, procedures, benefits, and services affecting classified employees...
All permanent full-time and permanent part-time classified employees of Ohio University beyond the initial probationary period, are eligible for membership on Classified Senate."

http://www.ohio.edu/csen/upload/Bylaws.pdf

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
Existing or prospective physical resources	Yes

Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Classified and administrative senate members serve on the Budget Planning Council, which is an "advisory body that is a key component of the established governance mechanisms of Ohio University... The Budget Planning Council is charged with serving an advisory role to the President regarding current and multi-year budget issues, long-term financial policies and funding priorities."

http://www.ohio.edu/finance/bpa/upload/092112-BPC-Charge.pdf

Staff serve on the Ecology and Energy Conservation Committee (EECC) which "fulfills two roles:
1. Preserving and enhancing the physical environment at Ohio University
2. Promoting energy conservation on the campus and in the lifestyle of Ohio University faculty, students and staff."

http://www.ohio.edu/standingcommittees/committee.cfm?customel_datapageid_1748687=1749799

EECC is responsible for the implementation of the Ohio University Sustainability Plan and Climate Action Plan and has influenced the policies of Ohio University with regards to fracking in the past three years.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

"The Ohio University Faculty Senate is an elected representative body that acts on behalf of all Ohio University faculty. All Faculty Senate meetings are open, and all faculty members are welcome to participate in discussions at meetings."

http://www.ohio.edu/facultysenate/

"As a key partner in University governance, the Senate provides representatives to all relevant University committees, boards, and task forces. "

http://www.ohio.edu/facultysenate/about/index.cfm

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

"The chair of the Faculty Senate Finance and Facilities Committee is invited by the Board to serve as an ex-officio non-voting faculty representative to the [Board of Trustee's] University Resources Committee and chair of the Faculty Senate Curriculum Council is invited to serve as an ex-officio non-voting faculty representative to the [Board of Trustee's] University Academics Committee."

http://www.ohio.edu/trustees/selection/index.cfm

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Faculty members serve on the Budget Planning Council, which is an "advisory body that is a key component of the established governance mechanisms of Ohio University... The Budget Planning Council is charged with serving an advisory role to the President regarding current and multi-year budget issues, long-term financial policies and funding priorities."

http://www.ohio.edu/finance/bpa/upload/092112-BPC-Charge.pdf

Faculty serve on the Ecology and Energy Conservation Committee (EECC) which "fulfills two roles:

1. Preserving and enhancing the physical environment at Ohio University

2. Promoting energy conservation on the campus and in the lifestyle of Ohio University faculty, students and staff."

http://www.ohio.edu/standingcommittees/committee.cfm?customel_datapageid_1748687=1749799

EECC is responsible for the implementation of the Ohio University Sustainability Plan and Climate Action Plan and has influenced the policies of Ohio University with regards to fracking in the past three years.

The website URL where information about the institution's governance structure is available:

http://www.ohio.edu/trustees/index.cfm

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Shari Clarke
Vice Provost for Diversity and Inclusion
Diversity and Inclusion

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

• Students
• Staff
• Faculty
• Administrators

Submission Note:

The FTE reported includes staff for both the Office of Diversity and Inclusion and the Office for Institutional Equity, but does not include student workers

The website for the Office for Institutional Equity is:
www.ohio.edu/equity

"---" indicates that no data was submitted for this field

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No

Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Ohio University has both an Office of Diversity and Inclusion, and an Office for Institutional Equity. "Ohio University is committed to promoting an atmosphere where understanding and acceptance of cultural and racial differences are ensured. The Ohio University Office for Diversity and Inclusion will seamlessly and effectively integrate diversity initiatives into every facet of university life. [Their mission is] to facilitate an infusion of diversity throughout institutional policies, practices, curricula and programs, leading to a supportive and affirming environment and positive experience for all students, faculty and staff."

http://www.ohio.edu/diversity/about.cfm

Councils and Committees
Presidential Advisory Council on Disability and Accessibility Planning: works in partnership with the Athens City Commission on Disabilities to assure access for those with disabilities.

Diversity Advisory Council: advises the Diversity office on issues of diversity, equity, inclusion and fairness.

Martin Luther King Jr. Celebration Committee
The Ohio University Martin Luther King Jr. Celebration Committee consists of faculty, student, staff and community representatives who are committed to developing a comprehensive set of University and local activities to honor and commemorate the contributions and work of Dr. King, as well as promote the service mission that has evolved as part of the MLK Holiday and provide opportunities for students and community members to learn about the appreciation of difference and social justice. Appointments to the committee are annual and can be renewed for up to three years.

The full-time equivalent of people employed in the diversity and equity office:

18

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.ohio.edu/diversity

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes

Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The Office for Diversity and Inclusion will hold the 6th Annual Summer Institute for Diversity Education (SIDE) May 19-22, 2015. The first program of its kind in southeastern Ohio, SIDE is a 30-hour curriculum session that uses intercultural communication techniques to promote cross-cultural learning and builds diversity education and facilitation skills.

Launched in 2009, SIDE is designed to promote cross-cultural understanding and inclusiveness, while addressing the needs of campus, local and regional professionals who are interested in and committed to advancing mutual understanding and cultural competence. While based on a college campus and targeting college and university faculty, staff and students, SIDE is open to community members as well.

The website URL where information about the cultural competence trainings is available:

http://www.ohio.edu/diversity/side

Assessing Diversity and Equity

Responsible Party

Shari Clarke
Vice Provost for Diversity and Inclusion
Diversity and Inclusion

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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Submission Note:

Ask Valerie about campus climate survey which includes diversity

"---" *indicates that no data was submitted for this field*

Has the institution assessed diversity and equity in terms of campus climate?:

Yes

A brief description of the campus climate assessment(s) :

In process of assessing results

Has the institution assessed student diversity and educational equity?:

No

A brief description of the student diversity and educational equity assessment(s):

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

An Affirmative Action Plan exists and is completed annually. All programs which implement the university's Affirmative Action Policy will be reviewed on an annual basis. The most recent assessment is currently being compiled, so results are not yet available.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

The website URL where information about the assessment(s) is available:

Support for Underrepresented Groups

Responsible Party

Shari Clarke
Vice Provost for Diversity and Inclusion
Diversity and Inclusion

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

"---" *indicates that no data was submitted for this field*

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The Office for Multicultural Student Access and Retention (OMSAR) assists in providing access to a quality academic and enriching social experience at Ohio University for diverse students, while leading the institution's efforts to successfully retain and graduate them.

Multicultural Leadership Ambassadors
The Multicultural Leadership Ambassadors are a select group of trained peer educators comfortable with their own diversity. The group is representative of society and each member discusses his or her own diverse reality. The ambassadors strive to eliminate stereotypes while building inclusive, understanding communities through interactive presentations.

OHIO STARS (Students Teaching About Racism in Society): The purpose of S.T.A.R.S. is to facilitate discussion about diversity and all isms (sexism, classism, heterosexism, ethnocentrism etc.) with an emphasis on racial issues. We aim to raise awareness about social justice, and promote racial harmony. Our job is to create a safe, non-threatening environment to allow participants to feel comfortable to express their feelings. Our guiding principle is based on the principle "Each One Teach One."

The website URL where more information about the support programs for underrepresented groups is available:

http://www.ohio.edu/OMSAR

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

Ohio University Policy 40.001: Equal Employment and Educational Opportunity

Section III.B. Right to File a Complaint
Any member of the University community who believes that he or she has been discriminated against or harassed on the basis of any status protected by federal or state law, or University Policy listed in Section I, above, may file a complaint with the Office for Institutional Equity. Any person who believes that he or she has been retaliated against for a protected disclosure under this policy may report to the Office for Institutional Equity.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.ohio.edu/policy/40-001.html

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

"---" indicates that no data was submitted for this field

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Ohio University requires departments to have at least one person from an underrepresented field (women, people of color, veterans, and/or people living with disabilities). The Office for Institutional Equity reviews candidate pools before candidates are brought to campus.

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

Submission Note:

The graduation/success rate for low-income students is from
http://www.ohio.edu/instres/student/righttoknow/PELLSTAFFGRADRATES.html
and is 2013 data for the six-year graduation rate for the 2007 freshmen cohort

he percentage of student financial need met, on average, is from the data submitted for the 2014-2015 submission of Common Data Set statistics for question: Average percent of need met for any need-based aid – first-time, full-time freshman.

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

The OHIO Guarantee is a cohort based, level-rate tuition, housing, dining and fee model assuring a set of comprehensive rates for the pursuit of an undergraduate degree. Rates remain unchanged for four years, 12 consecutive semesters offering predictability, transparency and stability of costs.

Low-income Ohio University students who file the Free Application for Federal Student Aid (FAFSA) may be eligible for need-based aid, including grants, subsidized loans and/or federal work-study. Scholarships are also available for low-income/economically disadvantaged students (see below).

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

"Your Passport to The OHIO Guarantee" was a training event for faculty and staff held on three separate dates in Fall 2014 and allowed members of the University community to transform into the personas of eight different fictitious OHIO college students, aided in part by Passport cards that defined details about the students' diverse backgrounds and individual situations. The events gave faculty and staff an inside look at how The OHIO Guarantee affects multiple students, including veterans entering college, as well as traditional, multi-campus, part-time, transfer, regional campus, non-traditional, low-income and international students making their way through the college process.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

The College Adjustment Program (CAP) is supported through a TRIO Student Support Services grant from the US Department of Education and by Ohio University. CAP has helped students adjust to the demands of college life since 1979 at OHIO and assists students as they work toward graduation, a career, and/or graduate school. The CAP staff is committed to collaborating with our participants through a wide variety of academic support services at no cost to students. Through supportive and professional academic advising, CAP provides opportunities for academic and intellectual development, assists students in understanding the various graduation requirements, and gives students a home base and physical place on campus where they know they will be supported. For 34 years, CAP has been a positive force for student success and enrichment at Ohio University. All CAP services are designed to increase a student's chance of success.

LINKS program: LINKS is a peer-mentoring program for first-year multicultural students. For over 25 years, the LINKS Program has been the cornerstone of support and assistance for first-year students at Ohio University. Successful upper-class students serve as mentors to LINKS participants. Peer mentors serve as role models to the first-year students and assist in the transition from high school to college. LINKS helps first-year students navigate the college experience by making students aware of the available university resources, services, and offices.

A brief description of the institution's scholarships for low-income students:

The OHIO Signature Awards, a set of scholarships and grants is designed to honor and assist Ohio University students on the Athens campus in accordance with the University's twin missions of excellence and access. The program includes generous merit-based scholarships, supportive need-based grants, and a set of awards unique to Ohio University that blend both merit- and need-based criteria.

Appalachian Scholars: Appalachian Ohio is home to a large portion of the state's economically disadvantaged students. The Appalachian Scholars Program was created to provide academically qualified students who reside in Appalachian counties with the financial resources and the support system they need.

The Ohio College Opportunity Grant (OCOG) is a state-funded grant program available to residents of the state of Ohio only. You must complete the FAFSA by October 1 of each award year in order to ensure consideration. OCOG is awarded based on total family income and the Expected Family Contribution (EFC) from the FAFSA. The family's total income has to be equal to or less than $75,000, and the EFC has to be equal to or less than 2190. For those who qualify, the OCOG is available for full-time and part-time enrollment.

Urban Scholars: The Urban Scholars program was created to provide academically qualified students who graduated from an urban school district in the State of Ohio with the financial resources and the support system they need to seize their opportunity.:

Templeton Scholars: The Templeton Scholars Program provides valuable educational opportunities designed to enrich the intellectual experiences of talented students from disproportionately represented populations.

OHIO Promise Scholars: The merit-based OHIO Promise Scholarship Program provides valuable educational opportunities designed to enrich the intellectual experiences of talented students from disproportionately represented populations.:

A brief description of any programs to guide parents of low-income students through the higher education experience:

Ohio University hosts an annual Financial Aid Workshop to guide parents of admitted students in completion of the Free Application for Federal Student Aid and to provide general information regarding the financial aid process. Additionally, we are involved in numerous outreach activities and events including high school financial aid nights and presentations to other targeted groups.

A "Parent's Page" exists on the Financial Aid and Scholarships website. The links offered provide parents with the terms and expectations relevant to their student's financial aid experience. Also offered are additional recommendations of forms or offerings available to a student should a financial aid gap need to be bridges.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Ohio University Upward Bound is a successful college access program that was established in 1967 and is sponsored by the US Department of Education. Upward Bound provides high school students who are potential first-generation college students with readiness skills and support services that cultivate resilience, confidence, and preparation for a healthy and successful transition to a postsecondary institution upon high school graduation. Program eligibility is based in part on family income. For more information, see

http://www.cehs.ohio.edu/centers-partnerships/centers/upward-bound/history-trio-program.htm

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Ohio University does have a monthly payment plan option, through the Office of the Bursar, that allows any student the ability to split the balance of their current semester charges into installments.

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

A limited number of endowed/restricted institutional scholarships are available to eligible non-traditional and/or part-time students.

For example, the Ohio College Opportunity Grant (OCOG) is a state-funded grant program available to residents of the state of Ohio only. OCOG is awarded based on total family income and the Expected Family Contribution (EFC) from the FAFSA. For those who qualify, the OCOG is available for full-time and part-time enrollment.

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

On-Site Child Care Facility: The Child Development Center at Ohio University opened in September 1972. It is the early childhood laboratory within the Gladys W. and David H. Patton College of Education. As one of the only centers in the area that serves children ages six weeks to five years, we serve as a model for best practices in Southeastern Ohio. We believe that all children and parents have the potential to be an integral part of our community.

A brief description of other policies and programs to support non-traditional students:

A handbook is available online for non-traditional students (

http://www.ohio.edu/univcollege/support/handbook.cfm

). Other policies and programs that support non-traditional students are listed in the handbook. The handbook is older, but most of the programs listed are still available.

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	56
The percentage of student financial need met, on average	50
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

http://www.ohio.edu/financialaid/

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Jan Myers
Director of Compensation
University Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

• Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
• Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

"---" *indicates that no data was submitted for this field*

Number of employees:

3,726

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

3,726

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

No

Number of employees of contractors working on campus:

0

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

0

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Ohio University's Compensation Strategy goals are to:

• Create market-based pay range structures and guidelines to ensure that pay is competitive in the market.
• Ensure that the compensation plans are fair and equitable in their design and implementation.
• Provide career track direction for employees in their pay structure.
• Ohio University has established a market position of the 50th percentile, which well exceeds a living wage.

The AFSCME and FOP Collective Bargaining Agreements set wages for bargaining unit employees. These wages exceed a living wage. The Union agrees that the principle of productivity is essential for the continuation of employment, fair wages and benefits, and good working conditions for Bargaining Unit Employees.

Ohio University complies with the Ohio Revised Code Chapter 4115 Wages and Hours on Public Works for all contractors. Every public authority authorized to contract for or construct with its own forces a public improvement, before advertising for bids or undertaking such construction with its own forces, shall have the director of commerce determine the prevailing rates of wages of mechanics and laborers

in accordance with section 4115.05 of the Revised Code for the class of work called for by the public improvement, in the locality where the work is to be performed. Except as provided in division (A)(2) of this section, that schedule of wages shall be attached to and made part of the specifications for the work, and shall be printed on the bidding blanks where the work is done by contract. A copy of the bidding blank shall be filed with the director before the contract is awarded. A minimum rate of wages for common laborers, on work coming under the jurisdiction of the department of transportation, shall be fixed in each county of the state by the department of transportation, in accordance with section 4115.05 of the Revised Code.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

3,726

Number of employees of contractors that receive sustainable compensation:

0

A brief description of the standard(s) against which compensation was assessed:

Compensation is assessed against market data, Chapter 4115 of the ORC, or within a collective bargaining agreement.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

Ohio University's staff compensation plans for Administrative/Professional, Classified Civil Service, and all other non-faculty employees are designed to attract, retain, and motivate a highly talented and committed workforce in support of the University's mission and goals. To meet these needs, the compensation plans have the following objectives:

• Establish and maintain competitive compensation structure based on comparisons to appropriate external labor markets while also considering internal job worth
• Articulate the relationship between institutional strategy and employee performance, recognition, and rewards
• Ensure that the compensation plans are administered strategically, consistently, effectively, efficiently, fairly and equitably
• Deliver transparent and practical communication of compensation components to all employees
• Ensure policies and practices are legally compliant with all relevant federal and state statues, and designed to ensure sound stewardship over available compensation funding
• Establish the principles and process for regular review of market position and effectiveness of policies

Comparison Markets and Pay Positioning
• The compensation program will be benchmarked against the markets within which Ohio University competes for talent. The appropriate markets will be tailored to the nature of the role and the job family and will include:
– Public doctoral granting universities
– National, Midwest, and Ohio not-for-profits and for-profit employers
• Salary ranges will be positioned against these markets and provide necessary flexibility to enable the University to attract and retain highly qualified staff at all levels of experience
• The Universities pay position is established around the 50th percentile of the market.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

Same as above

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

Same as above

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

http://author.oit.ohio.edu/provost/upload/2014-Faculty-Compensation-Task-Force-Report-24FEB2014

.pdf

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

All student employees are compensated at or above the Ohio minimum wage of $8.10 per hour.

The local legal minimum hourly wage for regular employees:

8.10 *US/Canadian $*

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

The website URL where information about the institution's sustainable compensation policies and practices is available:

http://www.ohio.edu/hr/compensation/strategy.cfm

Assessing Employee Satisfaction

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

"---" indicates that no data was submitted for this field

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

54

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

In the spring of 2014, the Modern Think 2014 Great Colleges Survey was conducted in collaboration with the leaders of the faculty, classified and administrative senates.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The President and Executive Vice President and Provost created a Campus Climate Task Force with representation from faculty, classified and administrative senates as well as human resources, the union and regional campuses to analyze the results and implications of the survey data.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://www.ohio.edu/instres/climate/

Wellness Program

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Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

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Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

• Students

• Staff

• Faculty

Submission Note:

http://www.ohio.edu/hr/benefits/balance/index.cfm
(EAP program)

http://www.ohio.edu/recreation/ping/
(Ping Recreation Center)

http://www.ohio.edu/counseling/index.cfm
(Counseling & Psychological Services)

http://www.ohio.edu/involvement/healthpromotion/about.cfm
(Health Promotion program)

http://www.oucom.ohiou.edu/CampusCare/index.htm
(Campus Care)

http://www.ohio.edu/wellbeing/
(Student WellBeing Plan)

"---" *indicates that no data was submitted for this field*

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The WellWorks program offers wellness education and resources to university employees through prevention and rehabilitation.
Mission: To be the highest quality wellness program for our customers and to combine academic and experiential learning for our students.
Vision: WellWorks will be a regionally prominent wellness program that offers a continuum of lifestyle services to impact the health behaviors and wellness culture of our community.

The university also has an Employee Assistance Program (EAP) which features: Confidential 24/7 live professional assistance (1-800-227-6007); Unlimited provider referral assistance with issues such as: childcare, eldercare, parenting, financial & legal issues, health & wellness, emotional well-being, educational needs, daily living and much more; Professional face-to-face counseling with priority scheduling based on your needs; Unlimited telephone guidance, counseling, coaching and crisis intervention

Ping Recreation Center: The mission of the Charles J. Ping Student Recreation Center is to provide students, faculty, staff, and alumni with state-of-the-art facilities and equipment while supporting the various program areas within the Division of Campus Recreation. The Ping Center promotes healthy lifestyle choices by offering recreational and fitness opportunities which enhances the education experience. The recreation center is free for all students.

Counseling and Psychological Services (CPS): We provide mental health and adjustment services to students and also consultation to faculty, administrators and parents of students. Individual counseling, group counseling, and psychiatry are some of the services we offer at CPS, and we also make referrals to a wide range of other services both on and off campus.

Campus Involvement Center Health Promotion program: Health Promotion is committed to the advancement of the total health and well-being of Ohio University's diverse population. Health Promotion will assess and respond to the health and wellness needs of all students through the development and implementation of proactive health and wellness programs and services. Health Promotion recognizes its responsibility to promote the wellness concept throughout the university community.

Campus Care: All Ohio University undergraduate, graduate and medical students who are enrolled for one or more credit hours are eligible to use the services available at Campus Care. You do not have to be enrolled in the Ohio University Student Injury and Sickness Insurance to use the services. Campus Care physicians and nurse practitioners provide student focused care for acute and chronic illnesses. Services available include Campus Quick Care, Primary Care Clinic, Women's Health Clinic, Allergy Injection and Immunization Clinic, Eating Disorder Clinic, Allergy Testing, Physicals, Tuberculosis Testing, Transgender Health Services, Sexually Transmitted Infection Testing and Treatment, Emergency Contraception, X-ray, Laboratory and Pharmacy services. Campus Care Providers will work with external primary care providers and/or specialists in the monitoring and evaluation of acute or chronic illnesses treated outside the university health service.

The WellBeing plan was created in 2008 as an optional enhancement to student health care. It works with medical insurance to reduce the costs of health services as well as expanding student health care options on campus. Every Athens campus student is automatically enrolled at registration for the term. Students may opt out of this service.

The website URL where information about the institution's wellness program(s) is available:

http://www.ohio.edu/wellworks/

Workplace Health and Safety

Responsible Party

Larry Wines
Workers' Compensation Manager
Risk Management and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

"---" *indicates that no data was submitted for this field*

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	101	155
Full-time equivalent of employees	3,605	3,929

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date

Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2004	June 30, 2005

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

The Environmental Health & Safety Department (EHS) is responsible for coordinating all aspects of environmental management, occupational health, safety on campus, and implementing safety regulations for the University. We are committed to preventing fatalities, injuries, illness, and disabilities on the job and in the total campus community. The protection of our assets and maintainence of a safe and healthy campus environment is essential for productivity and excellence. The EHS staff is comprised of a group of technical experts, qualified and experienced applied scientists, and administrators. Their job is to ensure that the University maintains a safe and healthful living and working environment. We also lead the compliance effort on campus in order to make sure that environmental, health, and safety regulations are complied with. We provide many direct services to our faculty, staff, students, and visitors. We offer an array of training courses and related technical consultation.

The website URL where information about the institution's workplace health and safety initiatives is available:

http://www.ohio.edu/riskandsafety/ehs/

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Sustainable Investment

—

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

Submission Note:

Value of sustainable investments as of 12/31/14

"---" *indicates that no data was submitted for this field*

Total value of the investment pool:

553,624,967 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	1,139,166.71 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

All current equity and fixed income holdings were chosen from investment universes which includes only vehicles with attractive Environmental, Social, and Governance (ESG)
ratings. (iShares MSCI KLD 400 Social (DSI) for equities and the Calvert Social Index Fund for fixed income)

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

Investment Guidelines - Current December 2014.pdf

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

Adherence to guidelines and processes: the Student Equities Management Group (SEMG) and the Student Fixed Income Management Group (SFIMG) adhere to the sustainability investment policies that the Sustainable Investment Advisory Committee (SIAC) creates and the Foundation approves. The SEMG and SFIMG Boards are responsible for asset allocation, security selection decisions, and compliance with the stated investment policy. The faculty advisor and OU Treasurer's office are also responsible for compliance and assuring that the group abides by its investment guidelines and policies.

All recent purchases of equities and fixed income vehicles have abided by the current SIAC investment policy.

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

The website URL where information about the institution's sustainable investment efforts is available:

http://www.ohio.edu/siac

Investment Disclosure

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

This credit was marked as **Not Pursuing** so Reporting Fields will not be displayed.

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

Waste and compost data for FY14 and FY11 can be found at
http://rs.acupcc.org/ghg/3278/
(spreadsheet download at bottom of website)

Title or keywords related to the innovative policy, practice, program, or outcome:

Composting Facility

A brief description of the innovative policy, practice, program, or outcome :

Ohio University has the largest in-vessel compost facility in the nation, as of 2009. The facility was expanded in 2012 thanks to an American Recovery and Reinvestment Act grant in the amount of $1,088,571. The expansion included the addition of: a 4-ton expandable in-vessel system (WEMI-8000EX), enabling the university to compost
100% of its pre- and post-consumer dining waste; a 31.1 kilowatt solar array to completely power the current site and expansion; a 1.4 gallon solar thermal water heating system to improve the ability of workers to clean the collection bins with harvested rainwater; a windrow turner; and a waste-oil burner to heat the pole barn during the winter.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

In FY11 Ohio University sent 3214 short tons of waste to the landfill, and composted 252 short tons. In FY14 Ohio University sent 2184 short tons of waste to the landfill, and composted 1094 short tons.

A letter of affirmation from an individual with relevant expertise:

Compost Facility Innovation Credit letter from Dr. Stuart.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	Yes
Buildings	---

Dining Services	Yes
Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

http://www.ohio.edu/sustainability/programs/compost.cfm

Innovation 2

Responsible Party

Elaine Goetz
Sustainability Specialist
Office of Sustainability

Criteria

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To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Sustainable Investing Advisory Committee

A brief description of the innovative policy, practice, program, or outcome:

The Sustainable Investing Advisory Committee (SIAC) is a student organization that works to develop investment guidelines in partnership with the Student Equity Management Group (SEMG) and the Fixed Income Management Group (FIMG). The investment guidelines will in turn help these student groups to incorporate environmental, social and corporate governance (ESG) analysis into their investment decision-making. The groups invest funds provided by, and on behalf of, The Ohio University Foundation. SIAC is supervised by faculty and sustainability advisors, and is supported by a Graduate Assistant in the Office of Sustainability. All three student groups report to The Ohio University Foundation.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

$1 million dollars of the university endowment are now being sustainably invested by students; another $3 million will be invested this year.

A letter of affirmation from an individual with relevant expertise:

SIAC innovation credit letter by Dr. Paxton.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---

Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	Yes

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.ohio.edu/sustainability/siac.cfm

Innovation 3

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Project Managers Professional Development Program

A brief description of the innovative policy, practice, program, or outcome:

In August 2014 Ohio University's Office of Sustainability launched a monthly professional development program for the University's Design & Construction, Facilities and other administrative staff to provide updated information on sustainable design, construction and related practices, as well as to foster communication and collaboration among departments. Workshops have resulted in the direct connection of project managers with Recycling & Refuse staff and the drafting of new Design & Construction Standards language concerning waste management; the direct connection of the University to the Green Building Institute and the Green Globes Rating System; updates to LEED v.4; and the introduction of numerous green building design aspects, including vegetated roofs, geothermal heat pumps and the innovative placement of windows and light shelves to decrease the need for artificial illumination during daylight hours.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

PMPDP letter for STARS.docx

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	No
Buildings	Yes
Dining Services	No

Energy	No
Grounds	Yes
Purchasing	No
Transportation	No
Waste	Yes
Water	Yes
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 4

Responsible Party

Annie Laurie Cadmus
Director of Sustainability
Office of Sustainability

Criteria

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2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

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The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Submission Note:

Title or keywords related to the innovative policy, practice, program, or outcome:

Smart Growth Planning

A brief description of the innovative policy, practice, program, or outcome:

Ohio University is undergoing a 6-year Capital Improvement Plan (2015-2020). Additionally, the University is in the midst of developing a Ridges Master Plan, Utilities Master Plan and University Master/Strategic Plan. All of these documents, coupled with the growth of and new administrative emphasis on the University Space Management and Planning Office has allowed for new conversations surrounding institutional planning principles have allowed for significant sustainable tenets to be incorporated into the policies and general operating procedures called Smart Growth Principles.

These planning documents and processes incorporate Smart Growth goals and strategies, including but not limited to:
- Ensure that new growth and development meets multiple goals
- Invest in infrastructure that allows for construction of a variety of building

types, transportation choices, and campus landscape
- Maintain and enhance the physical identity of the institution.
- Use limited resources efficiently
- Maximize investments
- Capitalize on Private Partnerships
- Facilitate relationships across the campus and with local community
- Demonstrate that an institution can be a good steward of the social, natural, &

built environment

Such goals and strategies allow the institution to intelligently approach space needs, efficiencies and creative use of institutional property that all positively contribute to the sustainable building and design practices outlined by the Ohio University Sustainability Plan. "Smart Growth Principles" unique to Ohio University were adopted by the University Planning and Space Management Office in 2014. While the concept of "Smart Growth Principles" is relatively well known in the planning profession, the particular emphasis on sustainability that has been adopted by Ohio University is extremely unique and allows for potentially exceptional long-term outcomes on institutional planning processes.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Smart Growth Planning principles have allowed for a number of sustainable studies to be enacted on campus. Most recently, a space utilization study was enacted which allowed the institution to determine that the current "seat fill" rate for academic classrooms is at 62%. Such an analysis of space opportunities, needs, availability and projected growth will allow us to further determine how to adjust space utilization practices in a way that maximizes space efficiencies without requiring an increase in the acquisition of Net Assignable Square Footage on campus. This will allow us to better manage institutional resources and remove redundancies in a sustainable manner while, simultaneously, addressing the University's important role in mitigating climate change.

A letter of affirmation from an individual with relevant expertise:

IN4_Letter of Affirmation.pdf

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	No
Research	No
Campus Engagement	No
Public Engagement	No
Air & Climate	Yes
Buildings	Yes
Dining Services	No
Energy	Yes
Grounds	Yes
Purchasing	No
Transportation	No
Waste	No
Water	No
Coordination, Planning & Governance	Yes
Diversity & Affordability	No
Health, Wellbeing & Work	No
Investment	No

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

http://www.ohio.edu/facilities/planning-space/documents/CIP%20Booklet%20for%20printing.pdf