Oklahoma State University

The following information was submitted through the STARS Reporting Tool.

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The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the process for inquiring about the information reported by an institution.

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Not within main campus boundaries.

Reason for excluding pharmacy school:

None exists.

Reason for excluding public health school:

None exists.

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Not within main campus boundaries.

Reason for excluding hospital:

Not within main campus boundaries.

Reason for excluding farm:

Not within main campus boundaries.

Reason for excluding agricultural experiment station:

Not within main campus boundaries.

Narrative:

Boundary is the main campus in Stillwater, Oklahoma.

Operational Characteristics

Criteria

n/a

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

Endowment size:

754,906,379 *US/Canadian $*

Total campus area:

680 *Acres*

IECC climate region:

Mixed-Humid

Locale:

Large town

Gross floor area of building space:

12,425,166 *Gross Square Feet*

Conditioned floor area:

11,336,487 *Square Feet*

Floor area of laboratory space:

857,654 *Square Feet*

Floor area of healthcare space:

46,967 *Square Feet*

Floor area of other energy intensive space:

168,269 *Square Feet*

Floor area of residential space:

2,691,768 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	0
Coal	28
Geothermal	0
Hydro	0
Natural gas	0
Nuclear	0
Solar photovoltaic	0
Wind	72
Other (please specify and explain below)	0

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	5
Fuel oil	0
Geothermal	1
Natural gas	94
Other (please specify and explain below)	0

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:

9

Number of academic departments (or the equivalent):

53

Full-time equivalent enrollment:

21,522

Full-time equivalent of employees:

5,074

Full-time equivalent of distance education students:

544

Total number of undergraduate students:

20,493

Total number of graduate students:

5,097

Number of degree-seeking students:

25,939

Number of non-credit students:

142

Number of employees:

5,744

Number of residential students:

6,317

Number of residential employees:

382

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.*

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

	Undergraduate	Graduate
Total number of courses offered by the institution	2,128	599
Number of sustainability courses offered	35	14
Number of courses offered that include sustainability	94	54

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

37

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

53

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):

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

Sustainability Courses Offered (courses numbered 5000 and above are graduate level):

http://sustainability.okstate.edu/sites/default/files/Sustainability%20Focused%20Courses%20Tabl

e%20Final.pdf

Courses Offered that Include Sustainability (courses numbered 5000 and above are graduate level):

http://sustainability.okstate.edu/sites/default/files/Sustainability%20Related%20Courses%20Tabl

e%20Final.pdf

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

http://sustainability.okstate.edu/curriculum

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

A review of courses currently on the books was made and a follow-up survey of faculty was conducted to determine if the courses were still available and if sustainability was a central or related part of the course.

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

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

"---" *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:
116

Total number of graduates from degree programs:
3,652

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:

Undergrad Level Programs: Environmental Sciences; Natural Resource Ecology & Management; ENVR: Environmental Policy; ENVR: Natural Resources; ENVR: Water Resources; NREM: Fire Ecology & Mgmt; NREM: Fisheries & Aquatic Ecology; NREM: Forest Ecology & Mgmt; NREM: Natural History & Conservation; NREM: Rangeland Ecology & Mgmt; NREM: Wildlife Ecology & Mgmt; Environmental Studies Certificate; Biosystems & Agricultural Engineering; Environmental Economics, Politics & Policy.
Graduate Level Programs: Environmental Science; Biosystems & Agricultural Engineering; Environmental Engineering.

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

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

Undergraduate Program

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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 Sciences

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

This interdisciplinary program is designed to improve the current and future welfare of the human race through understanding environmental policies based on scientific principles in accordance with the true benefits and costs and evaluated by an informed society.

The website URL for the undergraduate degree program (1st program):
http://www.es.okstate.edu/

The name of the sustainability-focused, undergraduate degree program (2nd program):
Natural Resource Ecology & Management

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

To conduct interdisciplinary research, instruction, and extension education to address the sustainable management and conservation of the fishery, forest, rangeland, and wildlife resources of Oklahoma and beyond.

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

https://nrem.okstate.edu/

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

Biosystems & Agricultural Engineering

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

This degree merges biology with technology to solve problems affecting all types of living systems including sustainability, improving agriculture and the use of renewable resources in consumer products.

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

http://casnr.okstate.edu/student-info/majors/biosystems-engineering/BAE.pdf

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

n/a

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):

Environmental Economics, Politics & Policy (minor)

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

Provides students with physical and social science tools to form a broad understanding of how human behavior and policies affect the environment.

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

http://agecon.okstate.edu/profile/tracy.boyer/esbrochurefinal.pdf

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

Business Sustainability (minor)

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

Prepares students with extra classwork in business ethics, corporate social responsibility and sustainable business practices.

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

http://spears.okstate.edu/distance/files/sustainability.pdf

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

Environmental Studies (certificate)

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

Students can choose specialization from these areas: Environmental Culture and Ethics; Environmental Leadership and Conflict Management; Environmental Policy and Administration; Environmental Writing; Sustainable Environments.

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

http://es.okstate.edu/environmental-science-news/environmental-studies-certificate-opportunity

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

ENVR: Environmental Policy; degree focus is on environmental law, regulation and policy.

http://registrar.okstate.edu/sites/default/files/Documents/DegreeSheets/2014-2015/CASNR/AG41-EN

VR-ENVP.pdf

ENVR: Natural Resources; degree focus is on natural resources, ecology and management.

http://registrar.okstate.edu/sites/default/files/Documents/DegreeSheets/2014-2015/CASNR/AG42-EN

VR-NATR.pdf

ENVR: Water Resources; degree focus is on water properties and quality and quantity of water resources.

http://registrar.okstate.edu/sites/default/files/Documents/DegreeSheets/2014-2015/CASNR/AG43-EN

VR-WATR.pdf

NREM: Fire Ecology & Mgmt; understand the ecological role and management of wildland fire in natural ecosystems and accomplish specific land management objectives through the proper use of prescribed fire.

http://nrem.okstate.edu/OptionFire.htm

NREM: Fisheries & Aquatic Ecology; option designed for students with interest in the management of fish populations and habitats.

http://nrem.okstate.edu/OptionFish.htm

NREM: Forest Ecology & Mgmt; emphasizes the science-based conservation and management of forest lands, ecosystems and related natural resources.

http://nrem.okstate.edu/OptionForEcoMgmt.html

NREM: Natural History & Conservation; option provides a broadly integrated science background in the classification, biology and ecology of plants and animals with an emphasis on natural history and conservation.

http://nrem.okstate.edu/OptionNatHistCon.html

NREM: Rangeland Ecology & Mgmt; emphasizes understanding management of grasslands, shrub lands, and forests for forage and habitat production.

http://nrem.okstate.edu/OptionRange.htm

NREM: Wildlife Ecology & Mgmt; option provides insight into the biological basis for management of wildlife populations and habitats with emphasis on current management problems.

http://nrem.okstate.edu/OptionWildlife.htm

Graduate Program

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.*

"---" *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):
Environmental Science Graduate Program

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

ESGP students are housed in one of many departments including Agricultural Economics, Economics, Leisure Studies, Plant and Soil Sciences, Natural Resources Ecology and Management, Biosystems and Agricultural Engineering, Geology, Geography, Political Science, Educational and School Psychology, School of Teaching and Curriculum Leadership, Sociology and Zoology.

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

http://esgp.okstate.edu/

The name of the sustainability-focused, graduate-level degree program (2nd program):
Natural Resource Ecology & Management

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

To provide high quality, advanced training and instruction in the application of the scientific method to problems in natural resource ecology and management including problem analysis and identification, research methods, synthesis of results, and communication of findings.

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

http://www.nrem.okstate.edu/graduateprogram.html

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

Environmental Engineering

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

Environmental engineering is the application of science and engineering principles to improve the environment (air, water, and/or land resources), to provide healthy water, air, and land for human habitation and for other organisms, and to remediate polluted sites.

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

https://cive.okstate.edu/content/environmental-engineering

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

Biosystems & Agricultural Engineering

http://www.ceat.okstate.edu/graduate-program

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):
Bioenergy & Sustainable Technology

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

Developed to support continuing education needs of the workforce in industries related to biofuels, renewable products and associated technologies. The program is also intended to benefit traditional graduate programs through additional course availability in specialized disciplines.

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

http://agidea.okstate.edu/

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

Business Sustainability

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

Students and working professionals pursuing this certificate will learn strategies that help companies pursue a financial profitability, ecological integrity, and social equity

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

http://www.spears.okstate.edu/sustainability

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

NREM: Wildlife Ecology & Mgmt.

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

To provide high quality, advanced training and instruction in the application of the scientific method to problems in wildlife ecology and management including problem analysis and identification, research methods, synthesis of results, and communication of findings.

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

http://nrem.okstate.edu/graduateprogram.html

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

NREM: Fisheries & Aquatic Ecology;

http://nrem.okstate.edu/gradoptions

NREM: Forest Resources;

http://nrem.okstate.edu/gradoptions

NREM: Rangeland Ecology & Mgmt.;

http://nrem.okstate.edu/gradoptions

NREM: Wildlife Ecology & Mgmt.;

http://nrem.okstate.edu/gradoptions

NREM: Grassland Management Graduate Certificate;

http://nrem.okstate.edu/Grassland.html

Immersive Experience

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

NREM 4093: Natural Resources, People, & Sustainable Development 17-day study trip offered each spring to Ecuador and the Galapagos Islands.

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

http://nrem.okstate.edu/studyabroad

Sustainability Literacy Assessment

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

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

Sustainability Literacy Assessment

Incentives for Developing Courses

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

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

Incentives for Developing Courses

Campus as a Living Laboratory

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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	---
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	Yes
Investment	---
Public Engagement	Yes
Other	Yes

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:

Over the last four summers, student interns worked within the residential life areas of campus. Their goals were to audit facilities to ensure that room temperatures were set back for maximum energy savings, document needed repairs to avoid energy waste, and work with facility staff to reduce overall energy consumption for those facilities. This contributed to associated reductions in OSU's carbon footprint from these sources.

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:

During the renovation of the Student Union, which is under consideration for LEED Silver designation, student interns from Architecture, Construction Management and Interior Design assisted with design strategies and contributed to product/material selections that led to the final, hugely successful, building.

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:

A graduate student in Hotel & Restaurant Administration completed a study to measure college students' purchasing intention of local food by using brand personality dimensions and an extended model of the theory of planned behavior. The paper was presented at the 17th Annual Graduate Education and Graduate Student Research Conference in Hospitality and Tourism.

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:

Industrial Engineering class students analyzed internal processes used by the Energy Management Program and developed a series of recommendations and best practices that would allow for fewer missed energy savings opportunities. These practices contributed to OSU's system-wide energy savings of over $32M since 2007.

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:

Landscape Services collaborated with Natural Resource Ecology & Management capstone class students to examine water quality, water management, water detention, insect control, water fowl management, and vegetation management with respect to developing infrastructure around an existing pond on campus. The students' findings were presented along with recommendations for environmental improvement, which will be implemented in the design and development of the area.

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:

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:

Research on the emissions of CNG compared to diesel fuel was performed and included in a thesis by a mechanical engineering graduate student. Research was focused on particulate matter based on micron size and results shared with faculty.

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:

A graduate student conducted a campus-wide waste stream analysis in collaboration with the Sustainability Office, Recycling Dept. and student volunteers. Results of the study have been used widely in the design and execution of campus recycling programs.

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:

Engineering and Pathology classes visit the water treatment plant every semester to learn firsthand how the facility produces potable water. The plant, originally built in 1944 as a teaching establishment that experimented with innovative technologies, also employees university students as laboratory technicians and operators.

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:

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 Biggest User program, led by a student fitness graduate assistant in the Department of Wellness,is designed to help educate and motivate students to become fit and maintain a healthy lifestyle. It involves modules of behavior modification, nutrition and physical fitness.

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:

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:

OSU Strategic Communications students worked with the Utilities and Marketing Depts. to develop and execute a wind energy education and promotion campaign during the first year that the campus started using wind power. This greatly increased awareness of OSU's use of wind energy among faculty, staff, students, fans and the surrounding community.

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:

Each semester, engineering students audit the power plant for their "Loss Prevention" class to identify what the plant does well and doesn't do well in terms of worker safety. Results are incorporated by the plant manager into safety training.

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:

165

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

1,020

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

39

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

53

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

SustainabilityResearchDeptPIFinal102314.pdf

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

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

In 2014, the OSU Curriculum & Research Committee and Office of Sustainability developed a list of 147 research abstracts based on spring 2014 survey results combined with selections from the FY13 list of OSU research abstracts.

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

The website URL where information about sustainability research is available:

http://sustainability.okstate.edu/research

Support for Research

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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?:
No

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

n/a

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:

OSU's National Energy Solutions Institute supports and encourages research projects that may provide solutions to issues of current or future interest to the energy industry. Topics of interest for research and development include renewable energy sources, energy efficiency, conservation and sustainability. Funding of up to $50,000 per project is available each year. Current faculty research supported by NESI includes a distributed energy resources/microgrid study and a new way of system planning for utilities called the Capacity Infrastructure Model.

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

http://nesi.okstate.edu/

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?:

No

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

n/a

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

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

No

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

n/a

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

Access to Research

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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*.

Submission Note:

Sustainability Chairs are now called Eco-Reps (as of fall 2014).

"---" *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:
25,939

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

Sustainability Chairs

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

5,617

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

Sustainability Chairs conduct outreach on energy and resource conservation within Res Halls. Recent activity has been to help establish a single-stream recycling program for single-student housing on campus, involve other students in decisions, and conduct activities such as collecting pledges on America Recycles Day, making sure recycle bins are serviced, promoting move-out and move-in recycling, communicating to students via visual displays, social media and Res Hall events.

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

The Residential Hall Association (RHA) student director of external affairs offers sustainability chair positions at Community Council (hall government) meetings, through social media, and by word-of-mouth.

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

Sustainability Office staff, campus Energy Managers and Res Life staff with sustainability experience train Sustainability Chairs during regular meeting times. Training is focused on resource and energy conservation.

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

The Residential Hall Association (RHA) receives financial support as an official student organization and some of the budget is allocated to Sustainability Chair activities.

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

Fostering Sustainability Awareness at OSU

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

700

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

This program focuses on creating awareness and developing a culture of sustainable practices within Family and Graduate Student Housing (FGSH) at OSU. FGSH provides a controlled environment for the implementation of this program, which has the goal of instilling practices in the FGSH community that will translate to economic savings for the university and a decrease of our environmental footprint as a whole. Outreach activities include hands-on recycling, composting and energy conservation workshops, movie nights, tours of compost, recycle and water treatment facilities, educational inserts in FGSH's monthly newsletter, presentations, quizzes and a recycle craft competition.

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

Members of the Biosystems & Agriculture Engineering Graduate Student Associate self-select who will be involved in the Fostering Sustainability Awareness at OSU program as student educators.

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

Sustainability Office staff and campus Energy Managers train Sustainability Chairs during regular meeting times. Training is focused on resource and energy conservation. Because the student educators are also graduate students in Biosystems & Ag Engineering, many are well trained through their academic program as well.

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

The group has applied and received funding from the Green Student Initiative mini-grant program offered by the Sustainability Committee of the Student Government Association. Up to $8,000 per year, per sustainability initiative project, may be granted as long as the project is applied at the Stillwater campus.

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

n/a

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):

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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):

n/a

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

n/a

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

n/a

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

n/a

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

720

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

Student Orientation

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

25

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

Interactive presentations are made by sustainability interns to three incoming freshmen and new transfer audiences: Camp Cowboy (summer weekend camps), Residential Leadership College (at their welcome conference), and Welcome Week (any new student may attend). Focus is on an introduction of the 3 pillars of sustainability, existing OSU sustainability initiatives and how students can get involved. Sustainability initiatives are also included in new student tours of campus.

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

Student Life

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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	Yes
Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills	No
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	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	---
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	---

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

The Student Government Association (SGA) Sustainability Committee promotes sustainability through programs such as Real Cowboys Recycle (tailgate recycling), Real Pokes Pass It On (move-out collections), and the Green Student Initiative (a small grant program for students to implement projects on campus).

ECO-OSU is an action oriented club that shows how students can make a difference in their environment and are responsible for their actions within it. They are dedicated to creating better environmental awareness and action toward the goal of sustainability at OSU. Activities include film screenings, litter clean-ups, tree plantings, and the organization of OSU's Earth Fest Week.

The Environmental Science Club strives to stimulate interest in Environmental Science at OSU and promote fellowship among students with environmental interests. Activities include waste audits, film screenings, river cleanups, water quality testing and topical lectures.

Net Impact is an organization that teaches students the latest about sustainability, corporate responsibility, and social entrepreneurship, and then shows students how to utilize these skills in their careers. Activities include Small Steps Big Wins, the installation and promotion of water bottle refill stations on campus, and American Recycles Day event participation.

Sustainability, Energy, and Resources Collaborative (SERC) provides a forum for research and development regarding sustainable energy and other similar subjects. SERC aims for interdisciplinary collaboration at OSU on these subjects and to maintain a growing interest among students regarding sustainability. SERC was awarded Green Student Initiative funding to purchase and display an Off-the-Grid mechanical room that has been moved to various locations on campus for educational purposes.

The Society of Environmental Scientists promotes and advances environmental knowledge and undertakes projects that enhance environmental quality and provide an avenue for Environmental Science Graduate Students and Professionals. Activities include movie nights, river and lake clean-ups, and lectures.

The Biosystems & Ag Engineering Graduate Student Association creates awareness about the process of planning, funding and implementing research projects to prepare graduate students for industry and the academic world. They have focused their Green Student Initiative awards on raising sustainability awareness in the Family & Graduate Student Housing community with lectures, hands-on workshops, leaflets, and games that highlight resource and energy conservation. They were instrumental in rolling out a new single-stream recycling program for campus residents.

The American Institute of Chemical Engineers (AIChE) Student Chapter hosts programming events related to sustainability such as the ChemCar Competition, which requires students to design for zero environmental impact.

The website URL where information about student groups is available:

http://sustainability.okstate.edu/get-involved-students

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:

Family & Graduate Student Housing students share a community garden right in their neighborhood. Biosystems & Ag Engineering students conduct workshops with FGSH residents on composting and organic gardening.

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

initiatives is available:

http://baegsa.okstate.edu/baegsa-green-student-initiative-projects/copy_of_composting

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

"Real Pokes Pass It On" is a collaborative effort between the SGA Sustainability Committee, Housing & Residential Life, Parent & Family Relations, and is co-sponsored by the Student Union Activities Board. At the end of the spring semester unwanted items such as clothing and furniture are collected from students and stored until the beginning of the fall semester when they are sold to students, faculty, and staff for reuse.

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

https://app.it.okstate.edu/osucalendar/main.php?view=event&eventid=1366120183063

A brief description of the sustainable investment or finance initiatives:

n/a

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

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

The Finding Center Conference, organized by OSU's student chapter of the American Society of Landscape Architects, features internationally-known keynote speakers and breakout sessions that appeal to sustainability in design for engineers, policy makers, scientists, developers, land owners, community members, and more. The full-day conference attracts students, regional professionals, faculty, alumni and the general public.

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

http://www.findingcenterconference.org/

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

Earth Week is an annual event hosted by ECO-OSU that occurs every year around Earth Day and focuses on educating the OSU community on sustainability and enjoying the outdoors with EarthFest as its center point. EarthFest features a day of music performances, student environmental design displays, sustainability exhibits, vendors, vegetarian food, and fun activities.

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

http://orgs.okstate.edu/ecoosu/eco/index.php?id=93

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

Outdoor Adventure emphasizes adventure, environmental awareness, personal development, safety training, wilderness travel and fun through its workshops and trip programs. As part of our program design philosophy, OSU Outdoor Adventure teaches and models the Principles of Leave No Trace ethics to student participants.

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

http://campusrec.okstate.edu/outdooradventure

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

n/a

The website URL where information about the theme is available:

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

Biosystems & Ag Engineering GSA students conduct a sustainable life skills series for Family & Graduate Student Housing residents that include hands-on workshops on energy conservation, re-purposing disposable items through craft-making, how to recycle right, and how to compost.

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

http://baegsa.okstate.edu/baegsa-green-student-initiative-projects

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability employees and trains students to conduct student outreach presentations and develop/execute marketing plans year-round for various sustainability programs, projects and events.

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

http://www.physicalplant.okstate.edu/studentpositions#studentpositiontest-page-7

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

n/a

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

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

n/a

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

Outreach Materials and Publications

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

"---" *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	No
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	---
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	Yes

A brief description of the central sustainability website:

OSU's central sustainability website was built in 2012 and has been expanded to include 11 menu items plus numerous sub pages on Curriculum, Research, Operations, How to Get Involved (students, faculty and staff), News, Videos, Links, Events and more. It is a clearing house of sustainability information about and for the OSU community.

The website URL for the central sustainability website:

http://sustainability.okstate.edu/

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

We are actively using Facebook, Twitter, Instagram and Vine to focus on campus sustainability.

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

https://www.facebook.com/osuenergy

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

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

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

The Student Union features two touchscreen monitors that highlight the LEED green building features of the recent Student Union renovation (the building is being rated for LEED certification).

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

https://sustainability.okstate.edu/sites/default/files/new-%20OSU%20Sustainability%20Walking%20 Tour%20map%20pictures%20(aug%2027th).pdf

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

The Healthy Dining brochure lists sustainability programs of University Dining Services including Farm Fresh (locally grown produce), Organic Items, Made In Oklahoma, Vegetarian Options and other sustainability efforts such as trayless dining and eco-friendly disposable products.

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

http://dining.okstate.edu/sustainability

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

Signage across campus highlights native trees and plants. Many signs include a small QR code that can be scanned with a smartphone, launching a web page with more about the greenery and its sustainable attributes such as native species selection. Landscape Services also created an Instagram account to share photos of their projects.

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

https://statemagazine.okstate.edu/steve_dobbs_beautification

A brief description of the sustainability walking map or tour:

The OSU sustainability walking tour starts in the Student Union, which has been renovated to LEED standards, and takes you through and around to our quad area (native landscape, rain barrels, recycle bins), bike repair stations, water bottle refilling stations, eco-friendly cafes, bike shop rental, and bus transportation center. The tour can be downloaded from this page of the OSU Sustainability Website:

https://sustainability.okstate.edu/WalkingTour

The website URL of the sustainability walking map or tour:

https://sustainability.okstate.edu/sites/default/files/new-%20OSU%20Sustainability%20Walking%20Tour%20map%20pictures%20%28aug%2027th%29.pdf

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

The Office of Sustainability created a webpage called "How to Ride the Bus Like a Pro"

http://sustainability.okstate.edu/how-to-ride-the-bus-like-a-pro

and promotes it via social media. The Office of Parking & Transit also created a video on riding the bus and a guide for forming and registering carpools.

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

http://parking.okstate.edu/pk_carpool.aspx

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

Parking & Transit require all cyclists to watch a video on bicycle guidelines and take a quiz on bicycle and pedestrian safety.

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

http://ra.okstate.edu/STW_ADMINFIN/HR/BikeSafety/BikeSafety.html

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

Within the "Get Involved - Students" section of the OSU Sustainability website, there is a specific guide called "Living Space" that is geared toward campus residents. It includes green living tips for the living room, bedroom, bathroom, kitchen, laundry and dining out.

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

http://sustainability.okstate.edu/living-space

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:

The O'Colly student newspaper assigns a "Sustainability Beat" reporter each year who reports on campus sustainability activities, initiatives and events. Recent articles include OSU Gets the Word Out For America Recycle Day, Environmental Club Aims to Build Legacy, SGA Group Recycles Tailgating Trash for a Cause, and OSU Expands Green Campus Options.

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://sustainability.okstate.edu/news

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

A series of "Sustainability Snapshots" runs on monitors around campus. These highlight various sustainability efforts being carried out by various campus units as well as tips for the campus community. The Snapshots appear on campus closed circuit television.

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

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

Yes

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

The Utlities Department created vertical banners that feature photos and information about OSU's Energy Conservation Program, Sustainability Program and Cowboy Wind Farm. These banners are featured at special events and exhibits.

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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):
OSU Recycles Campaign

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

The Sustainability Office has partnered with 4-5 student organizations over the past two years to promote recycling and conduct an America Recycles Day pledge drive each November with the goal of increasing the campus' recycling rate.

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

The campus recycling rate has increased from it's baseline of 8% to 11.4% by the end of CY2013.

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

The name of the campaign (2nd campaign):

OSU Energy Conservation Program

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

Five OSU energy managers have been conducting an energy conservation program on the Stillwater campus since 2007 that is focused on behavior change of faculty, staff and students. Promotions and reminders are given to turn off lights and electronics when not in use, abide by temperature settings, close windows when heating/cooling, and other individual behavior-based activities.

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

OSU's systemwide energy management program has surpassed $32 million in savings and cut consumption by 20 percent. The program's minimal cost has helped it exceed the projected savings by almost $10 million. Of the systemwide savings, $25.3 million is attributed to the main campus in Stillwater.

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

https://energy.okstate.edu/

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

Employee Educators Program

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

5,744

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

Sustainability Human Sciences

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

187

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

A call for volunteers is sent to all faculty & staff in the College of Human Sciences and a website provides info on becoming a member:

http://sustainabilityhumansciences.okstate.edu/become-member

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

Members of Sustainability Human Sciences are educated by the expert speakers they invite to their monthly meetings to address specific campus sustainability topics. For instance the Manager of Grounds & Landscaping trained the group on sustainability initiatives employed such as IPM, landscape composting, Tree Campus USA, native species selection and water conservation. The Sustainability Coordinator has presented on campus waste minimization and recycling and Energy Managers train on energy conservation techniques and ways to influence the behavior of peers.

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

The program is provided staff support. Currently the Manager of Research Support in Research and Graduate Studies for the College provides staff support to the program.

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

http://sustainabilityhumansciences.okstate.edu/

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

Sustainability is included in the New Employee Orientation video as well as in a live format, for all new faculty, staff and administration. The video is provided via Sharepoint, an internal website. The sustainability content in NEO is focused on defining sustainabilty for OSU and examples of campus initiatives including the energy conservations program, wind energy, resource conservation and recycling.

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

Staff Professional Development

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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 :

"Sustainability in the Workplace" is offered through Human Resources training. The two-hour workshop covers opportunities that faculty, students, and staff have to adopt sustainable practices in daily operations. Attendees learn how their actions affect the environmental footprint of the University and what they can do on a daily basis to help OSU become sustainable.

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

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

http://hr.okstate.edu/training/seminar_descriptions

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

OSU Parking & Transit has worked with the City of Stillwater to bring compressed natural gas public bus transportation to non-campus locations within the City, which has no other public transportation system. OSU's Orange Ride bicycle rental and repair program is also available for any member of the community.

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):

OSU has had an ongoing relationship with Sustainable Stillwater, a local, volunteer, community group for many years. ECO-OSU, a student organization, has partnered with Sustainable Stillwater to show film series on various sustainability topics, conduct litter clean-ups in the community, mark storm drains, arrange sustainability-themed tours, compost workshops and community gardening work days. Support is provided through Sustainability Office staff and advisory staff of the student organization.

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:

Through OSU Cooperative Extension Service (OCES) Solid Waste Management (SWM) Programs, staff works directly with county extension offices, school districts, non-profit organizations and individuals in rural, under-served, communities on issues such as illegal dumping, burn barrels, resource recovery, composting, and littering. Emphasis is on protecting water quality and increasing the economic prosperity of small, economically-challenged towns by attracting businesses and employees that value quality of life benefits. OCES has received grant funding annually over the past three years from the USDA to conduct SWM outreach in communities identified in the grant proposal as having a low socio-economic status. Human health also improves as communities move toward waste management solutions that do not include utilizing burn barrels that produce dangerous emissions. At least one OSU FTE is dedicated to staffing the work of this multi-faceted partnership, which includes collaboration with faculty and staff from various OSU colleges and departments as well as student assistance.

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

OSU students and faculty have made platform and poster presentations at the AASHE annual conference during each of the past three years. OSU also shares its sustainability experiences informally at brown bag luncheons with other Oklahoma institutions organized by HESCO, the Higher Education Sustainability Consortium of Oklahoma.

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:

AASHE, CURC, and HESCO.

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

OSU Sustainability Office staff plan an annual Oklahoma Recycling Conference, which it holds at campus locations to increase participation from higher education. In 2014, the conference was held at the University of Central Oklahoma and the sustainability coordinator there was given time to present as well as conduct a campus tour of sustainability initiatives to conference participants. OSU also replies to questions posted via the Green Schools Listserv.

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

Continuing Education

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

9,200

Total number of students :

25,590

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:

78,949

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:

http://volunteer.okstate.edu/

Community Stakeholder Engagement

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

In OSU's strategic plan, community engagement is named as one of OSU's three core goals and the intention to "Engage external individuals and organizations through collaboration, outreach, and extension that enhances the quality of life in Oklahoma, the nation, and the world by contributing to the human, economic, and cultural development of our citizens" is explicitly expressed. OSU was founded with a land-grant mission, and its identity and history connect it to serving stakeholders throughout the state of Oklahoma and beyond. OSU's extension service, in which county extension agents interact with and provide services to each county in the state, celebrated its 100 anniversary last year.

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

OSU engages community stakeholders in a variety of ways, to include town hall meetings, advisory boards, professional organization interaction, surveys and research, social media, and consultation – to ascertain the needs of the partner, and the ways in which OSU and the partner may collaborate. As an example of one result of these efforts, OSU has created partnerships with all Oklahoma school districts on issues such as literacy and retention; many of these districts reflect underrepresented populations from rural, urban and economically challenged communities.

List of identified community stakeholders:

The Salvation Army, TCC Upward Bound TRIO Program, Resonance Center for Women Inc., Tulsa City-County Library System, Camp Fire USA Green Country Council, Counseling and Recovery Services of Oklahoma, YWCA Tulsa, Owasso Community Resources, Oklahoma Parents as Teachers, Oklahoma Afterschool Network, New Hope Camp Inc., Western Heights School District in Oklahoma City, Bishop Kelly school in Tulsa, Broken Arrow, OK School District, Stillwater, OK Public Schools, Osage County Interlocal Cooperative, State Department of Education, Oklahoma Association of Environmental Education, National Aeronautics and Space Administration, Oklahoma Afterschool Network, Halliburton, Oklahoma Wondertorium, TABERC, Northwestern State University, University of Tulsa, Tulsa Technology Center, Oral Roberts University, Rogers State University, University of Oklahoma, Langston University, Tulsa Community College and Northeastern State University Advanced Manufacturing Office of the Department of Energy, U.S. Department of Commerce, U.S. Department of Labor, U.S. Economic Development Administration, U.S. Employment and Training Administration, National Institute of Standards and Technology, National Science Foundation, Oklahoma Center for the Advancement of Science and Technology, Small Business Administration, U.S. Department of Agriculture, Oklahoma Gas and Electric, Public Service Company of Oklahoma, Grand River Dam Authority, Siemens and Loren Architects, 3M Company, Avery Dennison, Brady Corporation, Bruckner, DuPont Company, Goss International Inc., Kimberly-Clark, Procter & Gamble, Rockwell Automation, Kerr Foundation, National Science Foundation, Noble Foundation, Oklahoma Center for the Advancement of Science & Technology, Oklahoma State University Foundation, Oklahoma State Regents for Higher Education, Oklahoma Water Resources Research Institute and its Water Research Advisory Board, Oklahoma State Department of Tourism and Recreation, Oklahoma Restaurant Association, Oklahoma Hotel and Lodging Association, and the Oklahoma Travel Industry Association, Head Country Food Products, Associated Wholesale Grocers, Durant Industrial Authority, Curwood Inc., Clements Foods Co., Ralph's Packing Co., Dvorak Frams, Griffin Food Co., Unitherm Food Systems Inc., J-M Farms, Southwestern Technology Center, Lopez Foods, AdvancePierre Foods, Reasor's Inc., Chef's Requested Foods, Oklahoma Department of Wildlife Conservation. (Note that is a partial list of identified community stakeholders.

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

OSU has earned 2015 Community Engagement Classification from the Carnegie Foundation for its leadership and efforts that support dynamic and noteworthy community engagement.

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

https://news.okstate.edu/extension-and-service

Participation in Public Policy

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability, including the issues, legislation, and ordinances for or against which the institution has advocated:

The President of OSU met with state legislators to describe the OSU Behavior Based Energy Conservation program and the achieved results in an effort to persuade legislators to pass a bill requiring all state agencies to develop a similar plan. The intention was to establish an energy savings goal for all state agencies. The result was Oklahoma Senate Bill 1096 (Oklahoma State facilities Energy Conservation Program) which was developed to implement an energy conservation program modeled after OSU's and was signed into law in May 2012. The bill requires a 20% reduction in energy by the year 2020. Additionally, OSU agreed to loan the state its Physical Plant director for a year to help the state implement the program.

A brief description of other political positions the institution has taken during the previous three years:

A brief description of political donations the institution made during the previous three years (if applicable):

The website URL where information about the institution's advocacy efforts is available:

Trademark Licensing

Criteria

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

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

Hospital Network

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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 Pursuing** so Reporting Fields will not be displayed.

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

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

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

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:

We use the General Reporting Protocol for the Voluntary Reporting Program that is put out by The Climate Registry.

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?:

Yes

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

Once the GHG emissions inventory is completed by Energy Management, it is submitted to the Director of Utilities and Energy Management for verification.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	38,547.53 *Metric Tons of CO2 Equivalent*	41,688.44 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	14,184.26 *Metric Tons of CO2 Equivalent*	6,813.61 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	128,945.70 *Metric Tons of CO2 Equivalent*	117,045.45 *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	0 *Metric Tons of CO2 Equivalent*	0 *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:

N/A

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

N/A

A brief description of the composting and carbon storage program:

N/A

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

N/A

Figures needed to determine "Weighted Campus Users":::

	Performance Year	Baseline Year
Number of residential students	5,793	5,249
Number of residential employees	371	293
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	22,411	21,235
Full-time equivalent of employees	4,886	4,677
Full-time equivalent of distance education students	424	247

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

	Start Date	End Date
Performance Year	Jan. 1, 2011	Dec. 31, 2011
Baseline Year	Jan. 1, 2006	Dec. 31, 2006

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

CY 2006 was the first year that OSU completed a GHG emission inventory. It also coincides with the base-year for the OSU Energy Management Program.

Gross floor area of building space, performance year:

11,313,569 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	857,654 *Square Feet*
Healthcare space	46,967 *Square Feet*
Other energy intensive space	168,269 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	0 *Metric Tons of CO2 Equivalent*
Commuting	0 *Metric Tons of CO2 Equivalent*
Purchased goods and services	0 *Metric Tons of CO2 Equivalent*
Capital goods	0 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 *Metric Tons of CO2 Equivalent*
Waste generated in operations	0 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	0 *Metric Tons of CO2 Equivalent*

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

N/A

A copy of the most recent GHG emissions inventory:

Carbon Footprint CY11.xlsx

The website URL where the GHG emissions inventory is posted:

http://www.okstate.edu/utilities/index.php?option=com_content&view=article&id=10&Itemid=10

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

OSU initiated the OSU Energy Management Program to reduce energy usage across campus. Within OSU's Transit Services, most new vehicles purchased are CNG vehicles. Transit Services also uses CNG to fuel our transit buses.

Outdoor Air Quality

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

"---" *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?:

Yes

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

OSU's bus system has been switched from diesel fuel to CNG; a carpool matching program and incentives are provided for car poolers, such as special parking spaces and free ride home in case of emergency; bicycle infrastructure has been improved with the addition of a bicycle rental and repair shop "OrangeRide," two DIY bike repair stations and additional bicycle parking.

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

No

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

n/a

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

	Weight of Emissions
Nitrogen oxides (NOx)	---
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

Oklahoma State University has an active Energy Management Program whose entire job is to decrease energy usage on campus. We are also in the process of replacing our outdated steam/chilled water plant that has efficiency as one of its key design parameters.

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

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

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

Indoor Air Quality

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

11,336,487 *Square Feet*

Gross floor area of building space:

12,425,166 *Square Feet*

A brief description of the institution's indoor air quality program(s):

Auditing is done on an as needed or complaint driven basis. If we have staff in an area and there is a complaint, either through the Physical Plant work order desk or workers comp, Environmental Healthy & Safety is asked to check the area. We use EPA guidelines for acceptable indoor air quality and commonly check for temperature, humidity, oxygen, carbon dioxide, noxious odors, employee interview, etc. If moisture intrusion has occurred, we look for signs of moisture, which includes checking surfaces with a moisture meter and scanning areas with a thermal imaging camera. If mold is observed or if staff requests, we use a Zefon pump and Air-O-Cell cassettes and/or tape strip to sample the area in question.

The website URL where information about the institution's indoor air quality program(s) is available:

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

<div align="center">

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

</div>

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).

"---" *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:

32

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

OP-6_CBordFoodServiceData_LocalCertified.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:

Our "Made in Oklahoma" program is a commitment by Dining Services to provide products within Dining Services operations that promote the local economy. In addition, a special monthly program on campus promotes food items featuring local food vendors and their products with free product samples and an opportunity to meet these entrepreneurs.

Our "Farm Fresh" program features local farmers and provides healthy food choices with locally grown, refreshing, ripe flavors from fruits and vegetables. Dining Services introduces new menu items in all dining locations along with nutritional information to educate the student on the importance of sustainability and healthy eating choices.

Our "Farmers' Market" program supports the local economy and educates students by giving local farmers a platform to sell local produce and baked goods in a high traffic location at our Student Union.

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

CBord Food Service Suite and MICROS have been used to check the purchasing and sales history of sustainable food and beverage. University Dining Services utilizes Microsoft Excel to manage the data in order to calculate the percentage of sustainable food and beverage.

Total annual food and beverage expenditures:

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	---	---
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

Has the institution achieved the following?:

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

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

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

Low Impact Dining

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

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

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

28

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

University Dining Services offers a variety of dining options that accommodate vegan and vegetarian lifestyles in our dining facilities daily including two stir-fry wok locations, three salad bars, and a growing presence in our convenience stores with vegan and vegetarian choices.

Roots Cafe, our eco-friendly eatery, focuses on organic and vegetarian options. Red Earth Kitchen features local farm flavors, salad choices, and Made In Oklahoma products.

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

Our FARM FRESH program features local produce in new menus and recipes. Each month a new fruit or vegetable from a local farm is featured with free product samples, creative recipes, and nutritional information. There are vegan and vegetarian offerings in this program.

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

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

"---" *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	1,070,046,433 *MMBtu*	1,163,631,920 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	480,184.18 *MMBtu*	456,405.20 *MMBtu*
District steam/hot water	384,328 *MMBtu*	383,398.50 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	12,425,166 *Gross Square Feet*	10,701,263 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	857,654 *Square Feet*
Healthcare space	46,967 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	2,231
Cooling degree days	3,767

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	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2006	Dec. 31, 2006

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:

We use a building automation system to schedule HVAC run times in most general University buildings. The University has included both occupied and unoccupied temperature ranges for building temperatures within our energy management guidelines.

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

Lighting in the communicating staircase in the HBRC building is LED as is the decorative lighting in the public elevator lobby of the building. Also LEDs light the entry way in Taylor's Dining Room, the lounge in Willard Hall, conference room of Whitehurst Hall and the Wes Watkins Center. Outdoor LED lighting has been employed along Farm Road and Monroe Street and is scheduled to be installed in all outdoor fixtures.

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

We have lighting automation systems as part of our larger building automation system in our most recent new construction and renovations. In our OADDL Lab building, occupancy sensors are used to control HVAC and air flow rates so that life safety needs are met while maximizing energy efficiency.

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

Passive solar heating is employed on campus in these buldings: Noble Research Center atrium, ATRC atrium, the Colvin Annex, and Architecture building south hallways.

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

The Colvin Center Annex and Mechanical Engineering Petroleum Lab employ ground-source heat pumps and they are currently being installed as part of the new Vet Med offices now under construction.

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

Steam extraction turbines at OSU Central Plant produce both heating steam and electricity.

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

In 2014 Oklahoma State University implemented smart lab technologies within the Henry Bellmon Research Center (HBRC) with the introduction of a trio of comprehensive energy saving mechanisms such as an Aircuity OptiNet Facility Monitoring System, Zone Presence Sensors (ZPS) for lab fume hoods, and a Demand Control Ventilation (DCV) System. After this recommissioning project, the HBRC is now able to efficiently provide conditioned air requirements by means of tracking and trending the occupancy patterns in labs and common shared spaces while continuously adjusting and modulating HVAC appropriately to specific parameters to ensure that indoor air quality is safe and healthy for all.

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

We employ a building automation system that controls HVAC run times and related associated equipment. We also have real-time energy consumption data on some electric, steam and most chilled water usage locations. This allows for real-time decision making both in production and usage spheres.

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

OSU is an ENERGY STAR Partner with the U.S. Environmental Protection Agency. Our Building Energy & Environmental Standards require that we meet Energy Star designation. In October, 2013, OSU received a large rebate from our electricity provider, OG&E, for upgrading to more energy-efficient equipment in the West Chilled Power Plant. The upgraded equipment resulted in lowering kilowatt usage, OSU uses Technology Based Contracts, to replace old equipment.

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

Outdoor LED lighting has been installed on two major streets on campus, Farm Road & Monroe, and is being planned for the rest of outdoor space throughout campus.

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

As part of our recent energy efforts, all soda vending machines, regardless of locations, had Vending-Miser installed which reduced run-time based on an occupancy sensor.

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

The OSU Energy Management Program employs behavior-based energy management techniques to engage all staff, faculty and students in the University's goal to continue to lower its energy usage.

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

http://energy.okstate.edu/

Clean and Renewable Energy

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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	0 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *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	342,178 *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:

1,152,209 *MMBtu*

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

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

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

In 2012, OSU's electricity provider, OG&E, built a wind farm off campus to generate wind power for OSU's use. The Stillwater campus started receiving wind energy Jan. 1, 2013 as part of a 20-year contract with OG&E and averaged 72% energy from wind during the 2013 calendar year.

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://utilities.okstate.edu/electricity-production

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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).

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

Figures required to calculate the total area of managed grounds::

	Area
Total campus area	680 *Acres*
Footprint of the institution's buildings	94.47 *Acres*
Area of undeveloped land, excluding any protected areas	0 *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	585.53 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

IPM is practiced in various components and interdisciplinary campus programs. Physical Plant Services primarily practices IPM in its greenhouse production through 1) pest identification and routine scouting, 2) mechanical monitoring and trapping, 3) natural/organic treatment, and 4) chemical treatment as a last resort with the lowest toxicity available pending pest outbreak. IPM is practiced both in greenhouse production and outdoors.

A brief summary of the institution's approach to sustainable landscape management:

OSU's sustainable landscape approach emphasizes 1) tree care and preservation as a priority, 2) low maintenance site specific landscape design and installation, 3) organic soil improvements and mulching, and 4) balanced fertilizer, pest control and irrigation practices. A stringent tree care plan is in place for maintenance, protection, and future plantings. OSU has been certified as a Tree Campus USA for 3 going on 4 years and hired an Urban Forester to manage this priority. Landscapes are designed with low maintenance in mind using the appropriate plant to the site conditions. Native and drought tolerant plants are emphasized in all designs but OSU does also use appropriate zone adapted, low water use, non-invasive, non-natives.

A brief description of how the institution protects and uses existing vegetation, uses native and ecologically appropriate plants, and controls and manages invasive species:

Native plants are considered and used in landscape plantings and renovations on campus and such use is a component of the updated Landscape Master Plan.

A brief description of the institution's landscape materials management and waste minimization policies and practices:

OSU implemented a compost program in 2011 consisting of landscape/greenhouse waste materials. Composted materials is used in landscape renovation planting beds and as mulch.

A brief description of the institution's organic soils management practices:

Large scale landscape and greenhouse waste composting was initiated in 2011. Compost is used to amend the soils in new and renovated landscape plantings. Tree trimmings, cottonseed hulls and cedar tree byproducts are the preferred mulches used in all landscape plantings. Organic fertilizers are used 100% of the time for landscape and seasonal color plantings and 25% of the time for turf. Organic turf fertilizer costs have hindered a complete conversion to date. Green manure winter crops are also used for soil improvements each year in the formal color gardens.

A brief description of the institution's use of environmentally preferable materials in landscaping and grounds management:

Environmentally preferable materials are used when available and cost effective. To date we use recycled paper tree wraps for sunscald protection on new trees, recyclable greenhouse growing pots, cornstarch compostable bags for collecting leaves, and biodegradable wood root ball tree stakes to mention a few. Natural and organic pesticides are also used as a first choice for insect and disease management.

A brief description of how the institution restores and/or maintains the integrity of the natural hydrology of the campus:

Through our campus-wide tree inventory we know that our 2,911 trees have helped avoid 52,103 cubic feet of runoff a year. An additional 442 trees have been planted over the past 3 years to help continue to improve these environmental benefits. We also have a yearly turf core aeration maintenance program to help loosen compacted soils for better water infiltration. Mulching and sod grass budgets have been increased to better cover bare landscaped areas and lawns to improve moisture retention, water filtration and adsorption. A raw water non-potable irrigation project has been identified and funded in phases to minimize and/or limit future potable water use. Irrigation is being installed using non-potable infrastructure to eventually convert to non-potable resources. Some 75 acres of non-potable irrigation pipe infrastructure have been installed over the past three years in addition to 1.1 miles of raw water pipe to get us closer to our source and goal of a non-potable irrigated water. Lastly, we start each new design with information gathered from our campus surveyor to study and understand topography and water runoff for each site to make as little of an impact as possible implementing appropriate planting design and stormwater standards on a case by case basis.

A brief description of how the institution reduces the environmental impacts of snow and ice removal (if applicable):

Salt/sand mixes are used for ice events only, and only on streets. Sidewalks and parking lots are cleared with mechanical means first. Environmentally friendly ice melt products, with colorant to reduce over-application, have been specifically chosen to use on sidewalks to minimize re-icing.

A brief description of any certified and/or protected areas:

Is the institution recognized by the Arbor Day Foundation's Tree Campus USA program (if applicable)?:

Yes

The website URL where information about the institution's sustainable landscape management programs and practices is available:

http://www.ento.okstate.edu/ipm/

Biodiversity

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

Submission Note:

OSU may own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance but not within the boundaries we identified as our reporting parameters for the OSU Stillwater campus.

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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 :

According to a 2014 directive issued by the OSU Associate VP and Controller, when established purchasing contracts exist, purchases must be made from these contracts. Dell Inc. is one of only two preferred suppliers under OSU contract. As such, OSU guidelines state a preference to use Dell for the purchase of computers and/or other electronics. Dell's business desktops and notebooks have been EPEAT Gold capable for over 5 years.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are

followed:

Departments are responsible for ensuring that purchasing requirements are met. Compliance is monitored after the fact and department staff are asked to respond to non-compliance issues. Round table forums and additional training is made available to help departments stay in compliance.

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	0 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	3,309,938 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

4,058,966.34 *US/Canadian $*

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

Cleaning Products Purchasing

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

OP-13GreenCleaningPolicy_1.pdf

The green cleaning product purchasing policy, directive, or guidelines:

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:

GCA operations in Oklahoma State University include a contractual agreement with a single third party distributor that honors the GCA Custom Green program by providing only EcoLogo paper products and Green Seal 42 cleaning products when applicable. To ensure the program standards are maintained, all supply orders are made from a preapproved purchasing catalog, which provide all Custom Green products available and minimize the ability for non-approved substitutes.

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:

156,899 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

302,888 *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?:

A brief description of the institution's low-impact, ecological cleaning program:

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

Oklahoma Dept. of Central Services Recycling Administrative Rules OAC 580:50-1-4 Recycled Products Procurement states that each state public entity shall procure products that are manufactured with recycled materials.

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed :

Purchasing at OSU is decentralized, however staff are encouraged to purhase paper with recycled content during staff training entitled, "Sustainability in the Workplace" offered several times per year through Human Resources and the Office of Sustainability.

Does the institution wish to pursue Part 2 of this credit (expenditures on office paper)?:

No

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	---
30-49 percent	---
50-69 percent	---
70-89 percent (or FSC Mix label)	---
90-100 percent (or FSC Recycled label)	---

Total expenditures on office paper :

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

Inclusive and Local Purchasing

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

"---" *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:

Central Purchasing collects statements from potential bidders via the bidding document on whether they are a minority-owned or HUD supplier. This information is reported to the Vice President for Institutional Diversity and the Director of Grants & Contracts Financial Administration and tracked, however, data on expenditures from these businesses are not kept at this time.

Does the institution wish to pursue Part 2 of this credit (inclusive and local expenditures)?:

No

The percentage of total purchases from disadvantaged businesses, social enterprises and/or local community-based businesses:

The website URL where information about the institution's inclusive and local purchasing policies and/or program is available:

Life Cycle Cost Analysis

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

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

Does the the institution employ Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy and water-using products and systems?:

Yes

Does the institution employ LCCA as a matter of policy and practice across the operations of the entire institution (i.e. all divisions)?:

No

A brief description of the LCCA policy(ies) and practice(s):

Oklahoma State University employs Life Cycle Costs Analysis (LCCA) when evaluating energy- and water-using products and systems across some, but not all, divisions of the Stillwater campus.

OSU's Long Range Facilities Planning division, which plans large construction projects, applies LCCA on all new construction. For example, the construction RFP for the new $79M Central Power Plant included total cost of ownership (TCO) as part of the award process. Whether initiatives are employed or not is examined on a building-by-building basis. For instance, the LCCA for the use of geothermal heat-pump energy in the new Veterinary Medicine building will result in geothermal being installed, while the LCCA for the new residential hall called "The Commons" revealed that geothermal would not be practical for that building's location.

In another example, the Utilities and Energy Management division utilizes Energy Savings Performance Contracts, which employ TCO for all purchases and services supporting the campus energy savings program, steam traps and insulation blankets, chilled water plant upgrades, and Henry Bellmon Research Center ventilation.

For OSU's Operations & Maintenance division, when appliances, equipment and systems are replaced, Energy Star units are used as a matter of practice. OSU is an EPA Energy Star Partner. Furthermore, all building retrofits reflect the installation of high-efficiency plumbing fixtures and fittings such as low-flow flush valves, sink and shower aerators given the lower TCO of these products. These practices also apply to the Residential Life Facilities Management division.

Although purchasing on campus is decentralized, OSU also utilizes statewide purchase contracts approved by the State of Oklahoma, for which TCO was a factor in the state award process.

The website URL where information about the institution's LCCA policies and practices is available:

Guidelines for Business Partners

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

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

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum environmental standards?:

All

How many of the institution's business partners are covered by policies, guidelines and/or agreements that require adherence to minimum standards governing employee wages, benefits, working conditions and rights?:

All

A copy of the policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

The policies, guidelines, and/or agreements with the institution's business partners (or a representative sample):

All of OSU's business partners must adhere to minimum environmental standards and standards governing employee wages, benefits, working conditions and rights per both state and federal statutes, municipal regulations, as well as University policies and procedures.

In terms of minimum environmental standards and practices, business partners must adhere to the City of Stillwater's Small Municipal Separate Storm Sewer System (MS4) plan as well as regulations set forth by the Oklahoma Department of Environmental Quality and US Environmental Protection Agency. Construction contractors are also guided by OSU Building Design Standards that include requirements regarding hazardous materials as well as code minimums or best practices for ventilation, filtration, and pollutant control. Specific statements include: "Manufacturers will comply with all environmental laws, regulations and ordinances"; and, "Manufacturers will implement an environmental policy to be upheld by all employees and processes used in manufacturing the products."

Requests for Proposals include general language such as, "The vendor shall follow all US EPA, Oklahoma Department of Environmental Quality and any other mandated environmental requirements." More specific passages, such as in the RFP issued for a universal waste vendor, include: "Vendor shall provide labels for all containers in accordance with the US Environmental Protection Agency and the Oklahoma Department of Environmental Quality rules and regulations concerning universal waste"; "The vendor will follow all OSHA and other mandated safety requirements and provide suitable personal protective equipment (PPE) for their personnel"; and, "All materials will be managed in accordance with applicable laws and regulations." Other RFP statements or vendor guidelines state, "The contractor shall abide by all federal, state and local laws, rules and regulations regarding protection of the environment."

Minimum standards governing employee wages, benefits, working conditions and rights that OSU follows and requires of its business partners include these federal laws: Americans with Disabilities Act, Employee Retirement Income Security Act, Equal Pay Act, Fair Labor Standards Act, Family & Medical Leave Act, Occupational Safety & Health Act, Title 7, and Title 9. In accordance with federal law, Oklahoma State University has an Affirmative Action Plan and is committed to the concept and practice of equal opportunity and affirmative action in all aspects of employment. These standards and practices are consistent with fundamental International Labor Organization conventions. Specific RFPs, for instance the one issued for custodial services, include this language: "The bidder agrees to comply with Equal Employment Opportunity requirements as stipulated in Executive Orders 11246 and 11375 and all subsequent amendments thereto and superseding orders"; "If this purchase involves information technology products or services, they must be in compliance with the accessibility to information technology standard of Section 508 of the Workforce Investment Act of 1998,"; "This contract and the rights and obligations of the parties hereunder shall be governed by and constituted in accordance with the laws of the State of Oklahoma,"; and, "Subcontractors are subject to all of the same rules and regulations of Contract employees."

Contracts contain performance clauses as a measure to ensure guidelines are followed, such as, "Violation of applicable laws, rules or regulations may result in the termination of this contract." Furthermore, the Board of Regents for OSU recognizes its obligation to students, faculty and staff and other stakeholders to maintain the highest ethical standards. To facilitate this, a third-party entity, EthicsPoint, has been selected to provide a simple way to anonymously and confidentially report activities that may represent issues of concern, misconduct, breaches of environmental or human resource standards, or violations of law or institutional policies and procedures by OSU employees, business partners, and students.

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed,

including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

The website URL where information about the institution's guidelines for its business partners is available:

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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 :

830

Number of vehicles in the institution's fleet that are::

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	20
Fueled with compressed natural gas (CNG)	70
Hydrogen fueled	0
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 website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

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

Total percentage of students that use more sustainable commuting options:

60.94

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)	39.06
Walk, bicycle, or use other non-motorized means	41.20
Vanpool or carpool	4.29
Take a campus shuttle or public transportation	12.45
Use a motorcycle, scooter or moped	1.29

A brief description of the method(s) used to gather data about student commuting:

The Office of Sustainability in conjunction with the Department of Parking & Transit Services conducted a survey of OSU students and employees in October 2013 to obtain the above information.

The website URL where information about sustainable transportation for students is available:

https://sustainability.okstate.edu/transportation-survey

Employee Commute Modal Split

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

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

Total percentage of the institution's employees that use more sustainable commuting options:

19.59

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)	80.41
Walk, bicycle, or use other non-motorized means	4.85
Vanpool or carpool	8.58
Take a campus shuttle or public transportation	1.87
Use a motorcycle, scooter or moped	0
Telecommute for 50 percent or more of their regular work hours	---

A brief description of the method(s) used to gather data about employee commuting:

The Office of Sustainability in conjunction with the Department of Parking & Transit Services conducted a survey of OSU students and employees in October 2013 to obtain the above information.

The website URL where information about sustainable transportation for employees is available:

https://sustainability.okstate.edu/transportation-survey

Support for Sustainable Transportation

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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)?:

Yes

A brief description of the bicycle parking and storage facilities:

Most bike parking is outdoor bike racks but we do have some covered bike racks in parking garages such as the one at Wentz Lane. We do not have bike lockers at this time.

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?:

Yes

A brief description of the bicycle/pedestrian policy and/or network:

We have adopted the concept of complete streets, which is reflected in the OSU Landscape Master Plan. OSU has a continuous network of multi-use paths and dedicated bike lanes.

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:

In lieu of a share program, OSU has a very low-cost ($30 per semester) bicycle rental program called OrangeRide.

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?:

Yes

A brief description of the certification, including date certified and level:

Bronze level earned Oct. 2014. OSU is one of only two insitutions in Oklahoma to receive this certification

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):

The university bus system is available at no cost for students, faculty and staff. The BUS runs throughout campus and makes many stops off campus. Student tuition includes a transit fee, however students do not pay a fare when riding and neither do faculty or staff. The public rides for a nominal fare. We also offer a disability service.

Does the institution offer a guaranteed return trip (GRT) program to regular users of alternative modes of transportation?:
Yes

A brief description of the GRT program:

We have a "no strand" policy for our disability riders but it is unofficial for regular riders. We will always get someone home.

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:

The OSU Parking & Transit Services Office offers a free online matching service that helps people locate others interested in carpooling. When matches are identified, participants are contacted by e-mail of potential carpool participants in their area. Approved carpools receive a parking spot in a preferred parking location.

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:

The university has teamed with ConnectbyHertz to provide a car sharing program. Hertz On-Demand Car Share utilizes CNG Honda Civic sedans.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

OSU has several electric vehicle charging stations and makes one of them available to student and employee commuters at a monthly fee of $15. It is a Level 2 charging station and can accommodate up to 100 vehicles per day.

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:

OSU allows for telecommuting based upon the mutual needs of the department and the employee. The procedure for this is known as Alternate Work Location and is published on our public website,

http://hr.okstate.edu/sites/default/files/docfiles/Alternate_Work_Location.pdf

.

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:

OSU allows for flexible scheduling to meet the mutual needs of the department and the employee. This procedure is known as the Alternative Work Schedule and is published on our public website,

http://hr.okstate.edu/sites/default/files/docfiles/AlternativeWorkSchedulesSupvNotes.pdf

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Does the institution have incentives or programs to encourage employees to live close to campus?:

Yes

A brief description of the incentives or programs to encourage employees to live close to campus:

OrangeRide subsidized bicycle rental program and free bus transit.

Does the institution have other incentives or programs to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting?:

Yes

A brief description of other sustainable transportation initiatives and programs:

We also offer a park and ride permit for students to encourage remote parking and use of the transit system. It is half the price of regular student parking.

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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 do reuse, donate and re-sell materials at auction, however, we do not keep weights and therefore have not included these materials as either recycled or landfilled.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	660.17 *Tons*	135 *Tons*
Materials composted	57.10 *Tons*	0 *Tons*
Materials reused, donated or re-sold	0 *Tons*	0 *Tons*

Materials disposed in a solid waste landfill or incinerator	3,301.36 *Tons*	4,795.32 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	6,317	7,077
Number of residential employees	382	400
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	21,522	21,235
Full-time equivalent of employees	5,074	4,677
Full-time equivalent of distance education students	544	247

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, 2005	June 30, 2006

A brief description of when and why the waste generation baseline was adopted:

A brief description of any (non-food) waste audits employed by the institution:

A waste stream analysis study was conducted in Spring 2013 by a graduate student in Civil Engineering. The results of the study may be found here:

http://physicalplant.okstate.edu/sites/default/files/BhuvanaPaperFinal%20Waste%20Stream%20Analy

sis.pdf

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:

The Office of Asset Management assists university departments in effective management and accountability of University property. The Office issues a monthly list of surplus items and whatever items are not moved among University departments or other State agencies are sold at public auction.

A brief description of the institution's efforts to make materials available online by default rather than printing them:

OSU offers course catalogs, course schedules and directories online. The student newspaper, the O'Colly is online as are departmental newsletters.

A brief description of any limits on paper and ink consumption employed by the institution:

Library and computer lab printers are set on default to print double-sided.

A brief description of any programs employed by the institution to reduce residence hall move-in/move-out waste:

A Move-in Recycling program was implemented for the first time in August 2013 for students living in both Single-Student Housing as well as those living in Family and Graduate Student Housing (FGSH). Both cardboard and Styrofoam packaging were collected for recycling; Real Pokes Pass It On is a Move-out program along with the FGSH yard sale & book drives.

A brief description of any other (non-food) waste minimization strategies employed by the institution:

The Student Union sells attractive reusable cups called "Cups for a Cause," mugs and shopping bags. Discounted fountain drinks are available for those who employ the reusable Cup for a Cause.

A brief description of any food waste audits employed by the institution:

A waste stream analysis study was conducted in Spring 2013 by a graduate student in Civil Engineering. The results of the study, including food waste components, may be found here:

http://physicalplant.okstate.edu/sites/default/files/BhuvanaPaperFinal%20Waste%20Stream%20Analy

sis.pdf

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:

University Dining Services uses an online tracking method to reduce over purchase and over stocking that could lead to spoilage. Pre-consumer produce waste is sorted by kitchen staff and collected by local farmers for composting if it cannot be used in soups, stews or other preparations.

A brief description of programs and/or practices to track and reduce post-consumer food waste:

University Dining Services introduced trayless dining in 2008 in an effort to reduce water usage and food waste. The program began in one location on Tuesdays only and quickly expanded to all dining locations, every day.

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):

University Dining Services provides biodegradable or recyclable content containers only. At this time, there is no nearby composting program that will accept the biodegradable containers. The closest facility is about 100 miles away.

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):

Reusable service ware is used for "dine in" meals in a few campus locations.

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:

University Dining Services introduced the "Cups for a Cause" reusable mug program in the fall of 2010. The department researched sustainable mugs, developed an environmental friendly logo and a campaign to encourage students to join in the effort to reduce waste and our carbon footprint. The mugs are BPA free.
Each person who buys a mug gets a coupon for a free beverage and a discount off future drink purchases.

A brief description of other dining services waste minimization programs and initiatives:

Cooking oil is collected for rendering.

The website URL where information about the institution's waste minimization initiatives is available:

Waste Diversion

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

Glass is not collected for recycling as there is no market in our region. Although all other items listed above are collected and recycled or reused, we are not yet tracking tonnage for these particular items: food donations; cooking oil; animal bedding composting; white goods; laboratory equipment; furniture; residence hall move-out waste, motor oil and tires. Therefore, these items are neither included in tons recycled nor tons landfilled.

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

Materials diverted from the solid waste landfill or incinerator:

717.27 *Tons*

Materials disposed in a solid waste landfill or incinerator :

3,301.36 *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:

In 2012, a Sustainability Coordinator was hired with a focus on waste minimization. The same year a campus-wide, comprehensive recycling committee was created and in spring 2013 the Physical Plant created a Recycling Department. The OSU Recycling Committee developed a mission, objectives and goals, including a recycling goal of 30% by 2015. The Sustainability Office implemented a comprehensive marketing and outreach plan for the current recycling program and worked with Res Life to introduce a new single-stream recycling program for Res Halls.

A brief description of any food donation programs employed by the institution:

Cowboy Kitchen is a student run program that collects food from dining locations throughout campus and donates it to the local homeless shelter (Mission of Hope) and whatever is unused at the Mission of Hope is donated to the Salvation Army. In addition to collecting food through University Dining Services, leftover food from home football games is also collected and donated. Cowboy Kitchen also has two off-campus food donators (Panera Bread and Bagel Cafe).

A brief description of any pre-consumer food waste composting program employed by the institution:

Campus kitchen staff sort produce waste, coffee grounds and egg shells for local gardeners to take away and compost on their farms.

A brief description of any post-consumer food waste composting program employed by the institution:

n/a

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	Yes
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, Styrofoam packaging, cardboard, refrigerants, lab chemicals, horse manure.

Construction and Demolition Waste Diversion

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

"---" *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:

OSU has developed a waste separation method that reduces containerization. This method is employed during waste generation and utilizes chemical compatibilities. An important method of waste reduction is our chemical process review, where alternative methods for reducing generated waste can be explored. OSU uses a certified disposal company that applies recycling and recovery processes to hazardous, universal, and non-regulated chemical waste streams. Processing and neutralization strategies are also used to provide the ability to release through common waste streams when possible.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

The majority of hazardous waste and non-regulated chemical waste is disposed through our waste contractor Tradebe. For veterinarian carcass waste, caustic digestion with subsequent neutralization is used. When possible, neutralization strategies are used to provide a safe effluent for disposal through common routes. The majority of universal waste is routed through our contractor that specializes in recycling.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

No significant incident involving hazardous waste with volumes over 4 L. All incidents were handled onsite with no materials released outside controlled areas.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

OSU has an integrated Chemical Inventory and Hazardous Waste System where viable chemicals are identified and information shared with researchers that may need/use those specific chemicals.

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):

Institution-generated e-waste is sold at auction and unsold items are scraped with a responsible e-waste recycler in Oklahoma such as Natural Evolution, Inc. Students may take personal handheld devices to Orange Tech in the student bookstore and are encouraged to take larger items to Best Buy in town for recycling. At the end of the school year, the student-run Real Pokes Pass It On program also retrieves discarded electronics from campus residents.

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

Natural Evolution, Inc. has these third-party certifications: E-Steward; IS14001; and R2.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

High

Total water use::

	Performance Year	**Baseline Year**
Total water use	457,305,000 *Gallons*	419,010,000 *Gallons*

Potable water use::

	Performance Year	**Baseline Year**
Potable water use	457,305,000 *Gallons*	419,010,000 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	**Baseline Year**

Number of residential students	6,317	7,066
Number of residential employees	382	411
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	21,522	21,235
Full-time equivalent of employees	5,074	4,677
Full-time equivalent of distance education students	544	247

Gross floor area of building space::

	Performance Year	**Baseline Year**
Gross floor area	12,425,166 *Square Feet*	10,357,207 *Square Feet*

Area of vegetated grounds::

	Performance Year	**Baseline Year**
Vegetated grounds	585.53 *Acres*	700 *Acres*

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

	Start Date	**End Date**
Performance Year	Jan. 1, 2014	Dec. 31, 2014
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

A brief description of when and why the water use baseline was adopted:

Water recycled/reused on campus, performance year:

Recycled/reused water withdrawn from off-campus sources, performance year:

A brief description of any water recovery and reuse systems employed by the institution:

Two large barrels are stationed in the Mother's Garden in front of the Rancher's Club at the Student Union to collect rain water for use in that garden.

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

The majority of buildings on campus are metered for water and tracked by E-Cap.

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Building retrofits include the installation of high efficiency plumbing fixtures and fittings such as low-flow flush valves, sink and shower aerators.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

When appliances, equipment and systems are replaced, Energy Star units are used.

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Xeriscape practices are really basic landscape design principles that we consider and use in every new landscape design or renovation on campus as noted in other sections like plant selection, mulching, wise use of sod, and efficient irrigation use.

A brief description of any weather-informed irrigation technologies employed by the institution:

OSU has irrigation controllers on a central controlled system with a weather station that reads rainfall, wind speed and evapotranspiration. Irrigation frequency and timing correlates with these calibrations to irrigate at the most efficient settings. Rain sensors are also used on about 85% of the controllers to shut off irrigation if rainfall reaches a 1/8 of an inch.

A brief description of other water conservation and efficiency strategies employed by the institution:

OSU has replaced 90% of the spray heads in planting beds installed prior to 2011 with drip irrigation. We use a matched precipitation nozzle on about 85% of our turf spray heads which in turn uses less water and causes less run off. Watering times and frequency for turf are set to ensure survivability with minimal input. All irrigation systems are on a 3 month maintenance schedule to check for continued efficiency of the system. OSU developed irrigation design material standards in 2011 to ensure the most efficient irrigation systems. These standards and day to day maintenance plans are reviewed quarterly and prior to any new planting or drought restrictions.

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

Rainwater Management

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

The University falls under the City of Stillwater's Small Municipal Separate Storm Sewer System (MS4) plan.

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? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

The OSU Landscape Master Plan contains a section on Campus Outdoor Sustainability Strategies, which include: develop rainwater collection systems for use in raw water irrigation; use bio-swales and rain gardens to aid in trapping water, pollutants and silt from stormwater runoff; increase infiltration areas; utilize permeable paving to reduce stormwater runoff; and prevent evaporative water loss through the use of mulch in beds.

A brief description of any rainwater harvesting employed by the institution:

Two large barrels are stationed in the Mother's Garden in front of the Rancher's Club at the Student Union to collect rain water for use in that garden.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

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:

Porous pavers have been used at the Student Union renovation project and in campus street renovation projects including Monroe Street and major pathways such as the Legacy Walk.

A brief description of any downspout disconnection employed by the institution:

A few newer buildings on campus have purposefully been designed with downspouts redirecting rain water into rocked areas slowing the water flow down before dispersing into landscape beds with the hopes to minimize mulch washing and soil erosion.

A brief description of any rain gardens on campus:

The University uses grass and vegetated rain gardens in numerous places across campus.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

Numerous retention and detention ponds are used across campus in accordance with the City of Stillwater's MS4 Plan.

A brief description of any bioswales on campus (vegetated, compost or stone):

The University uses grass and vegetated swales in numerous places across campus.

A brief description of any other rainwater management technologies or strategies employed by the institution:

The University has performed a campus wide sewer line study to evaluate stormwater infiltration into the sanitary sewer system.

The website URL where information about the institution's rainwater management initiatives, plan or policy is available:

https://physicalplant.okstate.edu/sites/default/files/u41/Campus_Landscape_Master_Plan_2012.pdf

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

Submission Note:

Several individual colleges have sustainability committees and activities including the College of Human Sciences (
http://humansciences.okstate.edu/sustainability
).

"---" 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:

Creation of the OSU Sustainability Office in April, 2012 and development of a comprehensive OSU Sustainability website. Development of the OSU Recycles and ResLife Recycles programs and ongoing campus community outreach and staff training of both programs. Creation of a campus Recycling Department. Implementation of Move-in Recycling. Creation of campus kitchen compost programs. Development of sustainability outreach in student and employee orientation and ongoing training. Collaboration with student organizations and coordination with departments across campus. Creation and oversight of campus sustainability social media.

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:

Sustainability Stakeholders represent various specialties and areas of campus and include faculty, staff and students. Sustainability Stakeholders provide advice and collaborations toward efforts regarding campus sustainability initiatives in teaching, research, outreach, and operations.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Name, Affiliation, Title, Type:

Cosette Armstrong, Design, Housing & Merchandising, Asst. Prof., faculty

Terry Baker, University Dining Services, Director, admin

Jason Barauskas, Residential Life, Housing Coordinator, staff

Lee Bird, Student Affairs, VP for Student Affairs, admin

Tracy Boyer, Agriculture Economics, Assoc. Prof., faculty

Matthew Brown, Housing & Residential Life, Director, admin

Kent Bunker, Campus Rec & Wellness, Director Colvin Center, admin

Steve Buzzard, OSU Foundation, Sr. Director of Development CEAT, admin

Beth Caniglia, Sociology, Assoc. Prof., faculty

Brian Carter, Plant & Soil Sciences, Prof., faculty

Chuck Cassidy, Physical Plant Administration, Project Support Services, admin

Kyle Clifton, Sustainability Office, Res Life Liaison, student

Nicole Colston, Env. Sci. Grad Program, Student; STCL, student

Rebecca Damron, English Dept., Assoc. Prof. & Advisor Food Day Committee, faculty

David Davis, Hotel & Restaurant Admin., Clinical Instructor, faculty

Steve Dobbs, PP Grounds & Landscape, Manager, Grounds/Refuse, staff

Tolga Durak, Environmental Health & Safety, Director EHS, admin

Mark Fishbein, Botany, Assoc. Prof. & Herbarium Director, faculty

Will Focht, Political Science, Assoc. Prof. & Former Task Force Chair, faculty

Philippe Garmy, Hotel & Restaurant Mgmt., Clinical Instructor, faculty

Jenny Gililland, Physical Plant Administration, Energy Education Manager, staff

Ryan Haase, ECO-OSU, President, student

Todd Halihan, School of Geology, Assoc. Prof., faculty

Doug Hamilton, Biosystems & Ag Engineering, Extension Waste Mgmt. Specialist, faculty

Suzy Harrington, System-wide Wellness, Chief Wellness Officer, admin

Stephen Haseley, Leadership Development, Coordinator, staff

Christine Hawkins, Inst. Research & Info. Mgmt., Director, admin

Bill Henley, Botany, Professor, faculty

Ilda Hershey, Sustainability Office, Sustainability Coordinator, staff

Chris Hoffman, Transportation Services, Manager, admin

Morgan Hopkins, Alumna, Former ECO-OSU President, student

Ray Huhnke, Biosystems & Ag Engineering, Prof., faculty

Carrie Hulsey-Greene, Communications Services, Assoc. Director, admin

Leigh James, Purchasing, Asst. Director, admin

Lin Michael, Dining, Sustainability Intern, Student

Nigel Jones, Long Range Facilities Planning, University Architect, admin

Mihyun Kang, Design, Housing & Merchandising, Assoc. Prof., faculty

Hossein Khaleghian, , Graduate Student, student

Mitch Kilcrease, Student Union, Director, admin

Rick Krysiak, PP Administration, Director, admin

Robyn Latham, Env. Sci. Grad. Program, Biochemistry, alum

Marcy Louis, Res Life, Asst. Director, staff

John Lee, PP Landscape Services, Asst Manager, staff

Khaled Mansy, Architecture, Professor, faculty

Dale Maronek, Horticulture & Landscape Arch., Dept. Hd. & Dir., OSU Botanical Garden, faculty

Caitlin Miller, Env. Sci. Grad. Program; Ag Econ., alum

Nick Nelson, Horticulture & Landscape Arch., Asst. Prof., faculty

Mike Nelson, PP Grounds, Foreman, staff

Cristina Hughes, Env. Sci. Grad Program, Program Coordinator, staff

Jim Pappas, Dept. of Management, Assoc. Prof. & PhD Coord; Adv. Net Impact, faculty

Gina Peek, Design, Housing & Merchandising, Asst. Prof. & Ext. Specialist, faculty

Shan Rains, Athletics, Asst. Ath. Dir. Facilities, staff

Suzanne Reinman, Edmon Low Library, Assoc. Prof., faculty

Russ Rhinehart, Chemical Engineering, Professor and Amoco Chair, faculty

Kailey Rose, Sustainability Office, Marketing Assistant, student

James Rosner, PP Administration, Director Utilities & Energy Mgmt., admin

Jeff Sallee, Ag. Educ. Comm. & Leadership, Asst. Prof. & Ext. Specialist, faculty

Kent Sampson, Campus Life Administration, Director Campus Life, admin

Dee Ann Sanders, Civil & Env. Engineering, Assoc. Prof., faculty

Mike Schnelle, Horticulture & Landscape Arch., Prof. & Ext. Specialist, faculty

Lorinda Schrammel, Human Resources, Training & Dev. Manager, staff

Adrian Self, PP Administration, Director Maint. & Ops., admin

Toni Shaklee, Sponsored Research, Asst. VP, admin

Gary Shutt, Communications Services, Director, admin

Lisa Slevitch, Hotel & Restaurant Admin., Asst. Prof., faculty

Steve Spradling, Parking & Transit Services, Director, faculty

Scott Stoodley, Env. Sci. Grad. Program, Director, faculty

Sarah Stuckey, College of Education, Biology, Undergraduate Student, student

Mary Talley, Campus Rec. & Wellness, Mgr., Wellness Center, admin

Candace Thraser, College of Education, Mgr., Outreach Education, staff

Clayton Tresca, School of Business, Student; Business Sustainability Mgmt, student

Bruce Williamson, Vet. Med. Teaching Hospital, Hospital Administrator, faculty

Glynna Worley, Office of VP for Research, Exec. Admin. Asst., staff

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

http://sustainability.okstate.edu/aboutus

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:

The OSU Sustainability Office helps OSU advance sustainability through its instruction, research, outreach, administrative decision-making, innovative design and operation of facilities, and daily behavior. Created in April, 2012, the office, which cover activities of the entire Stillwater campus, is housed in the Physical Plant. In addition to one full-time staff Sustainability Coordinator, the office includes up to three student interns and an occasional grad student assistant.

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://sustainability.okstate.edu/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Ilda Hershey, Sustainability Coordinator

A brief description of each sustainability officer position:

Develop, implement, administer, document and promote campus-wide programs that foster sustainability.
Interact with departments working on sustainability initiatives to enhance those efforts and share successful ideas across campus.
Increase awareness of OSU's sustainability initiatives.

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

http://utilities.okstate.edu/node/92

Sustainability Planning

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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	No	No
Research (or other scholarship)	No	No
Campus Engagement	No	No
Public Engagement	Yes	Yes
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	No	No
Energy	Yes	Yes
Grounds	Yes	Yes
Purchasing	No	No
Transportation	Yes	Yes
Waste	Yes	Yes
Water	Yes	No
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	---	---
Investment	No	No

Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

n/a

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

n/a

Accountable parties, offices or departments for the Curriculum plan(s):

n/a

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

n/a

The measurable objectives, strategies and timeframes included in the Research plan(s):

n/a

Accountable parties, offices or departments for the Research plan(s):

n/a

A brief description of the plan(s) to advance Campus Engagement around sustainability:

n/a

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

n/a

Accountable parties, offices or departments for the Campus Engagement plan(s):

n/a

A brief description of the plan(s) to advance Public Engagement around sustainability:

As stated in the Strategic Plan: Engage external individuals and organizations through collaboration, outreach, and extension that enhances the quality of life in Oklahoma, the nation, and the world by contributing to the human, economic, and cultural development of our citizens.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Strategic and tactical goals:

1) Continue needs assessment for the people and groups that the University serves and proceed with plans for meeting those needs.

2) Cultivate the organizational structure to provide easy mechanisms for external partners to collaborate with and gain access to the University.

3) Utilize the University's resources to serve Oklahoma's economic development goals.

4) Develop, support, and promote the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity

5) Proudly message OSU achievements and innovations, as well as contributions made locally and globally through service and engagement.

Accountable parties, offices or departments for the Public Engagement plan(s):

The University Network of Community Engagement, which includes a representative from each OSU Stillwater college, school or university unit.

A brief description of the plan(s) to advance sustainability in Air and Climate:

OSU has a 20-year agreement with its electricity provider to provide approximately 72% of the electricity on campus via wind power in an effort to curtail the campus' carbon footprint through reduced GHG emissions.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The contract, approved by the Board of Regents, is in place until 2022 with options to renew. At least 67% of electricity will come from wind power each year.

Accountable parties, offices or departments for the Air and Climate plan(s):

OSU Utilities Dept. and OSU Office of Finance.

A brief description of the plan(s) to advance sustainability in Buildings:

OSU Building Energy & Environmental Standards are intended to meet both House Bill 3394 (High Performance Buildings) and OSU system-wide energy efficiency and environmental building goals.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

The goal is to exceed the ASHRAE energy standard for new construction by 20 percent and by 10 percent for major renovations.

Accountable parties, offices or departments for the Buildings plan(s):

Long Range Facilities Planning staff.

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

n/a

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

n/a

Accountable parties, offices or departments for the Dining Services/Food plan(s):

n/a

A brief description of the plan(s) to advance sustainability in Energy:

OSU Energy Management instituted a plan to reduce energy usage across campus that has been approved by the Board of Regents. The behavior-based Energy Conservation Program, which features a campus-wide policy and guidelines, has saved the institution over $32M since 2007.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

OK Senate Bill 1096 (Oklahoma State facilities Energy Conservation Program) was developed to implement a State energy conservation program modeled after OSU's and was signed into law in May 2012. The bill requires a 20% reduction in energy by the year 2020.

Accountable parties, offices or departments for the Energy plan(s):

The Utilities & Energy Management Department.

A brief description of the plan(s) to advance sustainability in Grounds:

The OSU Landscape Master Plan contains a section on Campus Outdoor Sustainability Strategies and sustainable landscape management practices, which include: rainwater collection systems for use in raw water irrigation; use of bio-swales and rain gardens to aid in trapping water, pollutants and silt from stormwater runoff; increase of infiltration areas; utilization of permeable paving to reduce stormwater runoff; and prevention of evaporative water loss through the use of mulch in beds. OSU is also a Tree Campus USA institution.

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

The institution must meet Tree Campus USA criteria on an annual basis.

Accountable parties, offices or departments for the Grounds plan(s):

Departments of Grounds & Landscape, Long Range Facilities Planning, and the Physical Plant.

A brief description of the plan(s) to advance sustainability in Purchasing:

n/a

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

n/a

Accountable parties, offices or departments for the Purchasing plan(s):

n/a

A brief description of the plan(s) to advance sustainability in Transportation:

The Department of Parking & Transit's plan is to convert its entire bus fleet from diesel fuel to compressed natural gas.

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

The goal is to convert each of the 26 buses to CNG; so far 20 have been converted.

Accountable parties, offices or departments for the Transportation plan(s):

Department of Parking & Transit staff.

A brief description of the plan(s) to advance sustainability in Waste:

The OSU Recycling Committee has developed a mission, goals and objectives for reducing campus waste that includes creating a culture of resource conservation, increasing the demand for recycled products, maximizing efficient use and reuse of products, and establishing a single-stream recycling program for Res Halls.

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Measurable goals include increasing the campus recycling rate to 30% by 2015, to 50% by 2020, and becoming a zero-waste campus by 2025.

Accountable parties, offices or departments for the Waste plan(s):

Sustainability Office, Recycling Department and Recycling Committee.

A brief description of the plan(s) to advance sustainability in Water:

As part of the Landscape Master Plan, raw water infrastructure is being constructed on campus to bring minimally treated water from the campus water source, Lake Carl Blackwell, to campus in dedicated pipes for irrigation purposes.

The measurable objectives, strategies and timeframes included in the Water plan(s):

n/a

Accountable parties, offices or departments for the Water plan(s):

Departments of Grounds & Landscape, Utilities, and the Physical Plant.

A brief description of the plan(s) to advance Diversity and Affordability:

OSU Diversity Tactical and Measurable Goals 2015-18 include advancing diversity among students, faculty & staff.

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

By 2018, students of color will account for 28% of OSU undergraduate students and 25% of Bachelor's degree recipients; faculty of color account for 20.1% of total OSU faculty; and staff of color account for 19% of total OSU staff.

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Offices of Institutional Diversity and Multicultural Affairs.

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

n/a

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

n/a

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

n/a

A brief description of the plan(s) to advance sustainability in Investment:

n/a

The measurable objectives, strategies and timeframes included in the Investment plan(s):

n/a

Accountable parties, offices or departments for the Investment plan(s):

n/a

A brief description of the plan(s) to advance sustainability in other areas:

n/a

The measurable objectives, strategies and timeframes included in the other plan(s):

n/a

Accountable parties, offices or departments for the other plan(s):

n/a

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:
Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Stewardship of Resources is one of seven core values contained in OSU's strategic plan: We are dedicated to the efficient and effective use of resources and sustainability practices to conserve those resources. We accept responsibility of the public's trust and are accountable for our actions.

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

Governance

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

Students may run for an elected position from the academic colleges and living groups by obtaining details on the application process from the Student Government Association. Incoming freshman may apply to become a member of the Freshman Representative Council (FRC) as well.

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:

A resolution was put forth by SGA in November 2013 requesting passage of a bill regarding appointment of two students to the Board of Regents. At the April 25, 2014 A&M Board of Regents Regular Board Meeting, it was confirmed that college student government representation would continue on a regular shared basis for all A&M Student Government Associations.

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	Yes
Strategic and long-term planning	---
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
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:

Establishing new policies, programs, or initiatives: SGA initiated a program for the opening of the Edmon Low Library for 24/5 building access.
Budgeting, staffing and financial planning: Student representation is at large in the following forums: Block tuition; Student fees Activity; Fee Allocation Process; Student Organization funding.
Communications processes and transparency practices: Students are selected to serve on search committees for various positions including President, Provost, VP of Research, etc.

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:

Staff Advisory Council provides recommendations to University Administration for concerns of staff. OSU Stillwater staff employed on a permanent basis (50% time or more and benefits eligible) may be nominated for election to a seat on the Council, excluding the President of the University, the Vice Presidents of the University, members of the faculty, and student employees. SAC representation is Exempt, Non-exempt, and At-Large.

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	---
Budgeting, staffing and financial planning	---
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:

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)?:
No

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Most departments and colleges have bodies of appointment or elected tenured/tenure-track faculty, which administration consults on governance matters.

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?:
No

A brief description of faculty representation on the governing body, including how the representatives are selected:

The top governing body is the Board of Regents. This body does not have a faculty rep. However, the Faculty Council meets with the President and Provost monthly in an advisory capacity only.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	---
Existing or prospective physical resources	---
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:

Organizational mission, vision, and/or goals: Generally Faculty Council officers may be asked for input on the organizational mission, vision, goals, etc.
New policies, programs, or initiatives: Faculty Council may pass recommendations for new policies, policy revisions, etc., for consideration by administration.
Budgeting, staffing and financial planning: Faculty Council's budget committee participates in college budget request meetings once a year as well as informational budget meetings.

The website URL where information about the institution's governance structure is available:

http://regents.okstate.edu/institutions/oklahoma-state-university

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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

"---" *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:

The Diversity Advisory Board (DAB), which was established during the 1997-1998 academic year, consists of faculty, staff, and students who have been appointed by the President, Faculty Council, Staff Advisory Council, and the Vice President for Institutional Diversity. The general function of the Board is to advise the Director of Affirmative Action, the Vice President for Institutional Diversity, and/or the President in issues regarding diversity/affirmative action/equal opportunity for all persons on campus.

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.diversity.okstate.edu/index.php?option=com_content&view=article&id=4&Itemid=4

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	---
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

At least one seminar is conducted annually on the topic of diversity (the seminars are led by a variety of individuals and are presented by Human Resource Training Services). These seminars are open to faculty and staff, are at no cost to the individual, and may be counted toward certificate programs open to faculty and staff.

The website URL where information about the cultural competence trainings is available:

http://hr.okstate.edu/training/seminar_descriptions

Assessing Diversity and Equity

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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

---

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

Has the institution assessed diversity and equity in terms of campus climate?:

No

A brief description of the campus climate assessment(s) :

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

The Vice President for Institutional Diversity and Chief Diversity Officer, Dr. Jason F. Kirksey, assesses the level of student diversity at both the undergraduate and graduate levels annually and reports the updates to the University's president and administration.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

As a federal contractor, OSU develops an annual Affirmative Action Plan in compliance with federal law. This plan conducts the required analyses, which identify the level of diversity in the University's workforce and establishes yearly goals in this area. OSU also tracks employee diversity annually and includes these data in the aforementioned Diversity Ledger.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

Yes

A brief description of the governance and public engagement assessment(s):

The President provides the University's governing entity, the Oklahoma A & M Board of Regents with annual updates regarding OSU's diversity goals. The University, particularly the Division of Institutional Diversity engages in a significant level of community outreach and engagement, including membership and support for the Urban League of Greater Oklahoma City, the Oklahoma City Black Chamber of Commerce, the Latino Community Development Agency in Oklahoma City, the Oklahoma City Hispanic Chamber of Commerce, and the Southwest Minority Suppliers Development Council. The VP for Institutional Diversity serves as president of the Oklahoma Diversity Officers and Practitioners Consortium, the president of the Big XII Chief Diversity Officers Consortium, and a member of the Board of Directors for the Oklahoma Center for Community and Justice.

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

Support for Underrepresented Groups

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

Submission Note:

Several URLs exist for different programs and groups for faculty, staff and students. Most of the information is accessible from the Institutional Diversity Page
http://www.diversity.okstate.edu/index.php?option=com_content&view=article&id=10&It
emid=20

"---" *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:

Office of Multicultural Affairs/Affinity Groups:
The Office of Multicultural Affairs (OMA) is a place for students of different cultures, backgrounds, and experiences to come together in an effort to learn more about each other and about themselves. OMA takes a holistic approach to empower Oklahoma State University students to think and act in ways that will embrace and promote a more inclusive world. We aim to assist students in achieving academic excellence, developing their personal and professional character, and engaging in the campus and greater community. OMA is also the home to several of Oklahoma State's cultural affinity groups, including the African-American Student Association, Asian-American Student Association, Hispanic Students Association, Native American Student Association, Vietnamese American Student Association,

Sexual Orientation Diversity Association, National Organization for Women, and the Women's Resource Center Student Alliance. OMA is here to serve all students.

Women's Programs:

Women's Programs works to create and support policy changes that provide opportunities and diminish institutional barriers for women. Women's Programs is charged with engaging the university community in ways that will lead to including women as equal members.

Mentorship Programs (Office of Multicultural Affairs):

The purpose of the Mentorship Programs is to promote the successful transition of incoming first year, sophomore, and transfer students to the OSU community as well as promoting mentorship, leadership and community for all students in order to assist them in achieving their academic goals and preparing them for life after graduation. Additional opportunities for involvement include academic seminars, cultural experiences, service opportunities and social programs. The mentorship programs available for students are African American Mentor Program, Retention Initiative for Asian American Student (RIAAS), Hispanic And Latino Student Success Initiative (HALSSI), Native American Resiliency through Education and Leadership Program (NARELP), Leaders Advising, Mentoring, and Building Diversity Allies (LAMBDA), and Women's Mentorship Program (WMP).

Living Learning Communities in Residential Life:

Williams Diversity LLC

The Williams Diversity Living Learning Community (LLC) is for Oklahoma State University students who are interested in developing a broader base of knowledge about diversity and inclusiveness. It is designed to foster and create a rich atmosphere of student interaction and engagement focused on academic success, extracurricular activities, social interactions, cultural and spiritual education as well as overall wellness.

Ketchum House LLC

The Ketchum House has been established through a collaborative effort of the Department of Residential Life and the Office of Multicultural Affairs. The objective of the floor is to expose students to the Native American culture through a variety of social and cultural programming activities as well as to increase retention and to aid in the transition to a comprehensive University. Priority is given to Native American students, but it is open to all who wish to be a part of the community.

The website URL where more information about the support programs for underrepresented groups is available:

http://www.diversity.okstate.edu/

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:

It is the policy of Oklahoma State University to provide equal opportunity on the basis of merit without discrimination because of age, race, ethnicity, color, sex, religion, national origin, sexual orientation, veterans' status, or disability. Discrimination or harassment on any of these bases are prohibited by OSU policies 1-0101; 1-0702, and 3-0745. Regularly offered Employment Discrimination Workshops give the participant a greater understanding of how to prevent employment discrimination based on race, sex, color, age, national origin, and disability and how to address concerns that may arise regarding potential discrimination. Specific complaints can be directed to Dr. Rosalyn Green, Ed.D., Director, Equal Opportunity and Title IX Coordinator, or filed via OSU's Discrimination and Harassment Complaint Form.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

http://www.diversity.okstate.edu/

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

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

The University participates in the Southern Regional Education Board's Compact on Faculty Diversity. Representatives from the Division of Institutional Diversity purchase a booth and attend the annual conference to recruit prospective diverse faculty and graduate students to OSU.

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

<div align="center">

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

</div>

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

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

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:

There are a number of programs and opportunities that help make OSU more accessible and affordable including various scholarships, grants, financial aid, orientation, and start-up programs.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A dedicated website gives faculty, staff and academic advisors financial aid information to utlize when helping their students seek financial aid.

https://financialaid.okstate.edu/faculty-staff

A brief description of any programs to prepare students from low-income backgrounds for higher education:

Upward Bound: Upward Bound is a college preparatory program designed to provide academic skills and motivation for students who are interested in pursuing an educational program beyond high school. Students generally enter the program in the 9th or 10th grade and remain through graduation from high school and entry into college. Upward Bound gives the high school student a chance to learn first-hand what college life is all about and helps the student develop skills necessary to succeed in college. The program emphasizes reading, writing, math, science, and study skills. Personal, career, and academic counseling is also provided.

Retention Initiative for Student Excellence (RISE). RISE is designed to assist students in their transition from high school to OSU during their freshman year and address all of the academic needs they may face. The program provides scheduled study group sessions, tutoring as needed, and other services.

A brief description of the institution's scholarships for low-income students:

OSU Opportunity Grant: This grant provides assistance, as funds are available, to families with limited financial resources. To receive this one-year grant, students must be classified as an undergraduate student by the OSU Registrar at the time of awarding and disbursement, be in compliance with the OSU Scholarships and Financial Aid Satisfactory Academic Progress Policy, and be enrolled in at least 12 resident credit hours each semester.

OSU Incentive Tuition Scholarship: The OSU Incentive Tuition Scholarship program provides assistance, as funds are available, to families with limited financial resources. This one-year scholarship is a reduction of the credit hour tuition a student is charged to attend OSU; it is not a cash scholarship. To receive this award, a student must be classified as an undergraduate student by the OSU Registrar at the time of awarding and disbursement, be in compliance with the OSU Scholarships and Financial Aid Satisfactory Academic Progress Policy, and be enrolled in at least 12 resident credit hours each semester.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Start 2 Finish is the name of a program designed as a "road map" to help parents navigate through the financial aid process. This guide was created to help students and families apply for and receive financial aid and scholarships at Oklahoma State University.

https://financialaid.okstate.edu/start-2-finish-home

A brief description of any targeted outreach to recruit students from low-income backgrounds:

Oklahoma students in grades 8-10 are encouraged to sign up to participate in Oklahoma's Promise and Cowboy Covenant programs.

https://financialaid.okstate.edu/future-freshmen-oklahomas-promise

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

Student Support Services (SSS). SSS is a federally funded TRiO program that allows selected educational institutions or agencies to provide fundamental support to students at the college level. Students involved in SSS will receive free on-campus services from academic advising to personal mentoring. The goal of SSS is to increase retention and graduation rates of qualified students.

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

OSU Freshman Tuition Waiver Scholarship: The OSU Freshman University Tuition Waiver Scholarship program provides assistance, as funds are available, to families who need additional financial assistance to make an OSU education possible. This one-year tuition scholarship is a reduction of the credit hour tuition that a student is charged to attend OSU; it is not a cash scholarship. To receive this award, a student must be enrolled in at least 12 resident credit hours as an undergraduate each semester and be in compliance with the OSU Scholarships and Financial Aid Satisfactory Academic Progress Policy.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Grants (i.e. Pell Grant, Federal Supplemental Educational Opportunity Grant, Oklahoma Tuition Aid Grant (OTAG), Teacher Education Assistance for College and Higher Education (TEACH) Grant) :

https://financialaid.okstate.edu/types-of-aid-future-freshmen/105-types-of-aid-grants

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:

The George Bellmon Endowed Scholarship gives preference to single adult mothers returning to school.

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:

A brief description of other policies and programs to support non-traditional students:

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	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	45

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:

https://admissions.okstate.edu/paying-college

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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.

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

Assessing Employee Satisfaction

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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:

15

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

We have participated in the Chronicle's Great Colleges to Work For survey for three years and use this information to address any staff/faculty concerns related to 15 survey dimensions. At this time, our primary method is that of the Chronicle's annual survey. We have found this to be the most robust and best vetted method which simultaneously comes from a faculty-trusted organization and provides external benchmarks.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Due to responses from this survey and other ad hoc surveys surrounding work culture and other areas, several groups have been put into action to find solutions. For example, there was concern indicated regarding the effectiveness of our website and therefore this has been slated for an overhaul. Additionally, information is provided to the HR Communication Forum (a campus-wide group of administrators) who provide input on ongoing programs and other offerings and concerns of staff and faculty.

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:

Wellness Program

<div style="text-align: center">

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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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:

Oklahoma State University is a no tobacco campus. In November, 2014, OSU was named a Silver winner of the 10th-annual Health at Work Awards sponsored by ComPsych®, honoring organizations who promote employee health and wellness.

"---" *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):

A very active and broad wellness program is conducted at the Seretean Wellness Center on campus. The program promotes exercise, healthy eating (presenting several healthy food luncheons every semester), stop smoking programs, employee assistance, health risk assessments, Certified Healthy Departments and other wellness programs.

The website URL where information about the institution's wellness program(s) is available:

https://wellness.okstate.edu/wellness-services

Workplace Health and Safety

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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	273	264
Full-time equivalent of employees	5,130	5,291

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

	Start Date	End Date

Performance Year	Jan. 1, 2013	Dec. 31, 2013
Baseline Year	Jan. 1, 2009	Dec. 31, 2009

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 website URL where information about the institution's workplace health and safety initiatives is available:

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

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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

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

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

Investment Disclosure

Responsible Party

Ilda Hershey
Sustainability Coordinator
OSU Physical Plant

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

Toni Shaklee
Asst. VP for Research
Vice President for Research and Technology Transfer

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.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome :

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:

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	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
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 :

Innovation 2

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.

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

Innovation 3

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.

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

Innovation 4

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.

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