



Oregon 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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

Operational Characteristics

Criteria

n/a

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

Endowment size:

541,620,664 US/Canadian \$

Total campus area:

1,635 Acres

IECC climate region:

Marine

Locale:

Mid-size city

Gross floor area of building space:

8,957,407 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

2,617,804 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

1,435,640 Square Feet

Electricity use by source::

	Percentage of total electricity use (0-100)
--	---

Biomass	0.44
Coal	63.51
Geothermal	0.36
Hydro	5.46
Natural gas	14.06
Nuclear	0
Solar photovoltaic	0.02
Wind	7.83
Other (please specify and explain below)	8.32

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

8.32% of the Pacific Power grid mix comes from unspecified sources.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	10
Fuel oil	---
Geothermal	---
Natural gas	90
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

12

Number of academic departments (or the equivalent):

37

Full-time equivalent enrollment:

24,451.20

Full-time equivalent of employees:

5,500

Full-time equivalent of distance education students:

2,709.20

Total number of undergraduate students:

23,161

Total number of graduate students:

4,764

Number of degree-seeking students:

26,203

Number of non-credit students:

607

Number of employees:

5,639

Number of residential students:

4,784

Number of residential employees:

17

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

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

Criteria

Part 1

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

Part 2

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

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

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

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

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

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

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

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

Submission Note:

Due to changes in OSU's curriculum proposal system, a full analysis was not conducted for FY14. Analysis from FY12 and FY13 were used, and a full analysis will be conducted again for FY15.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	840	572
Number of sustainability courses offered	69	44
Number of courses offered that include sustainability	100	63

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

33

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

59

Number of years covered by the data:

Three

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

[FY13 Course Review - Final Summary.xlsx](#)

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

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

<http://fa.oregonstate.edu/sustainability/academics/sustainability-course-lists>

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

Once the committee of faculty developed OSU's framework for evaluating sustainability course content, a four step process was used to identify and categorize the courses:

Stage 1: Utilize curriculum proposal system to identify all new course for FY14

Stage 2: Evaluate course title

Stage 3: Evaluate course description

Stage 4: Evaluate syllabus

Stage 5: Complete form

Stage 6: Separate "focused" and "related" courses

Information was processed by Sustainability Office staff, and when unclear, courses would receive a final review from Sonja Mae, Sustainability Program Specialist and Sustainability Instructor.

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

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

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

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

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

Submission Note:

For this STARS submission, OSU's FY13 list of programs with sustainability learning outcomes was updated only to add new programs and recount the number of graduates in each program. The result for FY14 was a much higher number of graduates from programs with sustainability requirements, in the form of courses required to fulfill degree requirements. For our FY15 submission, we will develop a more refined assessment process that will hopefully result in more consistent year to year performance measurement.

"---" 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:

4,608

Total number of graduates from degree programs:

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:

Accountancy (BS, CRED, HBS)
 Applied Economics (MA, MS, PhD)
 Agricultural Education (MAg, MS)
 Agricultural Sciences (BS, CRED, HBS)
 Adult Education (EDM)
 Animal Sciences (BS, CRED, HBS)
 Anthropology (BA, BS, CRED, HBA, HBS)
 Agricultural Business Management (BS, HBS)
 Art (BA, BS, CRED, HBA, HBS)
 Ocean, Earth and Atmospheric Sciences (MA, MS, PhD)
 Business Administration (BA, BS, CRED, HBA, HBS)
 Biochemistry and Biophysics (BS, HBS)
 Biological and Ecological Engineering (MENG, MS, PhD)
 Biology (BS, HBS)
 Bioengineering (BA, BS, CRED, HBA, HBS)
 Botany (BS, CRED, HBS)
 Bioresource Research (BS, CRED, HBS)
 Construction Engineering Management (BA, BS, CRED, HBA, HBS)
 Civil Engineering (BA, BS, CRED, HBA, HBS, MENG, MS, PhD)
 Chemistry (BA, BS, CRED, HBA, HBS, MA, MS, PhD)
 Chemical Engineering (BA, BS, CRED, HBA, HBS, MENG, MS, PhD)
 Liberal Studies (BA, BS, CRED, HBA, HBS)
 Computer Science (BA, BS, CRED, HBA, HBS, MA, MENG, MS, PhD)
 Crop and Soil Science (BS, CRED, HBS)
 Design and Human Environment (MA, MS, PhD)
 Electrical and Computer Engineering (BS, CRED, HBS, MENG, MS, PhD)
 Economics (BA, BS, CRED, HBA, HBS)
 Entomology (MA, MAg, MS, PhD)
 Environmental Engineering (BA, BS, CRED, HBA, HBS)
 Ethnic Studies (BA, BS, CRED, HBA, HBS)
 Manufacturing Engineering (BS, CRED, HBS)
 Industrial Engineering (BS, CRED, HBS, MENG, MS, PhD)
 Mechanical Engineering (BS, CRED, HBS, MENG, MS, PhD)
 Exercise and Sport Science (BS, CRED, HBS, MS, PhD)
 Forest Engineering (BS, CRED, HBS)
 Forest Ecosystems and Society (MF, MS, PhD)
 English (BA, CRED, HBA, MA)
 Finance (BA, BS, CRED, HBA, HBS)
 Foreign Languages and Literature
 Food Science and Technology (BS, CRED, HBS, MAg, MS, PhD)
 Fisheries Science (MAg, MS, PhD, CERT)

Business Administration (BA, BS, CRED, HBA, HBS, MBA, PhD)
Geology (MA, MS, PhD)
Public Health (MPH, PhD)
Human Development and Family Sciences (BS, CRED, HBS)
Horticulture (BS, CRED, HBS, MAg, MS, PhD)
History (BA, CRED, HBA)
History of Science (MA, MS, PhD)
Interdisciplinary Studies (MAIS)
Microbiology (BS, HBS, MA, MS, PhD)
Molecular and Cellular Biology (MS, PhD)
Digital Communication Arts
Natural Resources (MNR)
Sustainable Natural Resources (CERT)
Nutrition (BS, CRED, HBS, MS, PhD)
Physics (BA, BS, CRED, HBA, HBS, MA, MS, PhD)
Pharmacy (MS, PhD)
Philosophy (BA, BS, CRED, HBA, HBS)
Public Policy (MPP, PhD)
Political Science (BA, BS, CRED, HBA, HBS)
Management for Science Professionals (CERT)
Psychology (BA, BS, CRED, HBA, HBS)
Rangeland Ecology and Management (MAg, MS, PhD)
Teaching: Elementary Education (MAT)
Sociology (BA, BS, CRED, HBA, HBS)
Soil Science (MAg, MS, PhD)
Statistics (MA, MAg, MS, PhD)
Sustainable Forest Management (MF, MS, PhD)
Education (EDD, EDM, MS, PhD)
Toxicology (MAg, MS, PhD)
Veterinary Medicine - DVM (DVM)
Veterinary Science (MS)
Women, Gender, and Sexuality Studies (BA, BS, CRED, HBA, HBS, MA, CERT)
Language in Culture (CERT)
Creative Writing (MFA)
Water Resources Policy and Management (MS)
Wood Science (MS, PhD)
Zoology (BA, BS, HBA, HBS, MA, MS, PhD)
Environmental science
Sustainability
Renewable Materials
Environmental Economics and Policy
Environmental Economics, Policy and Management
Marine Resource Management
Energy Systems Engineering

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

Available at

<http://oregonstate.edu/admin/aa/apaa/assessment/undergraduate-majors-assessment/undergraduate-program-learning-outcomes>

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

<http://oregonstate.edu/admin/aa/apaa/assessment/undergraduate-majors-assessment/undergraduate-program-learning-outcomes>

Undergraduate Program

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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):

Ecological Engineering

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

Biological and Ecological Engineering is the application of engineering and life-science principles and problem-solving techniques to the optimum use and sustainability of biological resources. The curriculum is engineering-based with strong emphasis on the life sciences. With undergraduate and graduate options, we bring the insights from biology and the methods of engineering together to provide the products and tools of the future.

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

<http://bee.oregonstate.edu/ecological-engineering-undergraduate-program>

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

Environmental Science

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

Environmental sciences are central to the mission of Oregon State University - a university with extensive programs related to the environment and wide use of natural resources. OSU is only one of two U.S. universities recognized as a land-, sea-, space- and sun-grant institution. OSU has exceptional strength in many of the disciplines that are required to provide a high-quality interdisciplinary education for future environmental scientists and to provide continuing post-graduate education to scientists who are already active in the field.

The Environmental Sciences Program builds on these institutional strengths offering a BS degree, a MS degree, and a Ph.D.

Strong academic units closely related to environmental science span the university and can provide resources to students. OSU offers comprehensive instructional programs in agriculture, engineering, public health, forestry, biology and the oceanic, atmospheric and earth sciences, and social sciences. Research centers provide focal points for those faculty and students interested in interdisciplinary topics. The presence of state and federal agencies, such as the Corvallis Environmental Protection Agency Laboratory, the U.S. Department of Agriculture, and the U.S. Forest Service provide unique opportunities for developing undergraduate and graduate research partnerships benefiting Environmental Sciences students.

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

<http://envsci.science.oregonstate.edu/>

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

Natural Resources

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

The Natural Resources (NR) Bachelor of Science degree program provides students with a detailed working knowledge of natural resources, their diversity and interdependence, and the critical relationships between humans and their environment. The program of study is interdisciplinary in nature, encompassing a broad spectrum of coursework, while mixing natural resources disciplines from colleges across campus, to include the Colleges of Agricultural Science, Forestry, Liberal Arts, and Science. Because of its flexibility, this program provides students the opportunity to combine areas of particular personal and/or professional interest, maximizing exposure to key natural resources issues and challenges.

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

<http://nr.forestry.oregonstate.edu/>

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

Environmental Economics and Policy

<http://appliedecon.oregonstate.edu/EEP>

Agricultural and Resource Economics

<http://appliedecon.oregonstate.edu/ugintr>

Geography

<http://catalog.oregonstate.edu/MajorDetail.aspx?major=545&college=08>

Fisheries and Wildlife

<http://fw.oregonstate.edu/>

Forest Management

<http://catalog.oregonstate.edu/MajorDetail.aspx?major=385&college=05>

Philosophy

<http://oregonstate.edu/cla/philosophy/>

Recreation Resource Management

<http://catalog.oregonstate.edu/MajorDetail.aspx?major=460&college=05>

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):

Sustainable Agroforestry (within Natural Resources major)

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

The student pursuing this option will develop skills and knowledge necessary to design and manage integrated sustainable land management systems involving co-production of woody plants and agricultural plants and animals.

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

<http://catalog.oregonstate.edu/OptionDetail.aspx?code=684&majorid=918>

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

Renewable Materials Minor

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

The renewable materials minor exposes you to the world of renewable materials science and technology and enables you to enhance your education by gaining a specialization that makes you more competitive for careers associated with green materials and allied industries.

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

<http://renewablematerials.oregonstate.edu/renewable-materials-minor>

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

Bioenergy Minor

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

The new research-based interdisciplinary Bioenergy Minor provides an introduction to bioenergy concepts and issues, and a significant research experience. Graduates:

Contribute to long-term environmental and economic sustainability

Obtain research/internships experience and professional skills

Graduate with excellent employment prospects

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

<http://agsci.oregonstate.edu/bioenergy/bioenergy-minor>

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

There are numerous other OSU programs, available by request.

Graduate Program

Responsible Party

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

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

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

The purpose of the Environmental Sciences Graduate Program is to provide a degree granting curriculum that will develop scientists who are able to analyze and understand environmental systems, predict environmental change, and participate in the management of the environment. Each student in the ES Graduate Program conducts research and completes a thesis, dissertation, or project; develops depth in a specific academic area through the completion of focused course work; and develops breadth through a set of core courses that include concepts in physical sciences, life sciences, social sciences.

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

<http://envsci.science.oregonstate.edu/graduate>

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

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

The BEE department offers programs leading to the M.S. and Ph.D. degrees. The objective of the department's degree programs are to serve as the interface between life sciences and engineering. Biological and Ecological Engineering is the application of engineering and life-science principles and problem-solving techniques to the optimum use and sustainability of biological resources. The curriculum is engineering-based with strong emphasis on the life sciences. Courses focus on biological systems modeling, theoretical and applied aspects of bioconversion and bioseparation processes, regional hydrologic analysis, groundwater systems, irrigation, water resource optimization, remote sensing, image analysis, and instrumentation.

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

<http://bee.oregonstate.edu/programs/graduate>

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

Master of Natural Resources

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

Students who earn a Master of Natural Resources degree will develop analytical and problem solving skills associated with complex natural resources issues.

Moreover, students will learn from and network with world renowned OSU faculty in natural resources – including scientists from fisheries, wildlife, forestry, rangeland and water departments.

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

<http://ecampus.oregonstate.edu/online-degrees/graduate/natural-resources/default.htm>

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

Rangeland Ecology and Management

<http://oregonstate.edu/dept/range/students/future/graduate>

Applied Anthropology

<http://oregonstate.edu/cla/anthropology/masters>

Marine Resource Management

<http://ceoas.oregonstate.edu/mrm/>

Ocean, Earth and Atmospheric Sciences

<http://ceoas.oregonstate.edu/academics/ocean/>

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):

Sustainable Forest Management Minor

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

The Sustainable Forest Management graduate program emphasizes the conservation of forest-dominated landscapes to meet a defined set of ecological, economic and social criteria over long time frames. The program follows the sustainable principles outlined by the Montreal Process Criteria and Indicators. These principles have been adopted by the state of Oregon.

This program provides a strong grounding in the principles and techniques of active management of forests to improve forest health and condition while producing a full range of products and ecosystems services. It consists of a common core in the principles and criteria of sustainable forest management; statistics for design and interpretation of experiments; and specialization in one of six areas of concentration.

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

<http://gradschool.oregonstate.edu/programs/1090>

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

Sustainable Natural Resources Graduate Certificate

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

The Sustainable Natural Resources graduate certificate is an 18-credit interdisciplinary program offered online through OSU Extended Campus. Students have a choice among 12 courses designed to build personal and organizational capacity to examine the many aspects of natural resource problems—environmental, economic, and social—in the search for innovative solutions.

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

<http://gradschool.oregonstate.edu/programs/CG01>

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

Fisheries Management

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

Fisheries Management is facing unprecedented challenges. Scientists, decision makers, and stakeholders must work together to rebuild over-fished stocks, implement ecosystem-based approaches, design global fisheries agreements, sustain coastal fishing communities, reduce over-capacity and increase the cost-effectiveness of research and management.

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

<http://gradschool.oregonstate.edu/programs/cg08>

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

Available by request.

Immersive Experience

Responsible Party

Brandon Trelstad

Sustainability Coordinator
Sustainability Office

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:

Several OSU study abroad programs focus on sustainability as a core program element, and several more examine an issue using sustainability as a lens. These programs include:

CIEE: Bonaire, Southern Caribbean (Tropical Marine Ecology & Conservation)

CIEE Australia: Ecology, Conservation & sustainability

CIEE Brazil: Sustainability in Brazil (Environmental & sustainability sciences)

CIEE China: Sustainability in China (Environmental, cultural & Economic Sustainability)

CIEE Costa Rica: Sustainability in Costa Rica (sustainability & the environment)

CIEE South Africa: Sustainability in South Africa (sustainability & community)

FOR: Managing Forest Resources & Ecosystem Services in Australia and New Zealand

OSU: Antarctica - Ecotourism and Marine Life

OSU: Chile, Chillán (Agricultural and Natural Resources in Chile)

SIT: Australia, Rainforest, Reef and Cultural Ecology, Queensland

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SIT Brazil: Amazon Resource Management and Human Ecology
SIT Brazil: Public Health, Race, and Human Rights
SIT Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation
SIT Tanzania: Wildlife Conservation and Political Ecology
SIT Tanzania: Zanzibar - Coastal Ecology and Natural Resource Management
SIT Brazil: Social Justice and Sustainable Development
SIT Ecology and Community-based Natural Resource Management
SIT Madagascar: Biodiversity and Natural Resource Management
SFS Costa Rica: Sustainable Development Studies
SFS Australia: Tropical Rainforest Studies
SFS panama: Tropical Island Biodiversity and Conservation Studies
SFS Turks & Caicos: Marine Resource Management Studies

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

<http://oregonstate.edu/international/studyabroad/programs/search>

Sustainability Literacy Assessment

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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.

Incentives for Developing Courses

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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.

Campus as a Living Laboratory

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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	Yes
Health, Wellbeing & Work	Yes
Investment	---
Public Engagement	---
Other	---

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:

Campuses Take Charge is run by students who receive internship credit for their efforts to help the university and surrounding communities take charge of their carbon emissions by pledging to take three carbon-reducing actions for a month. Students gain experience in marketing, outreach and visual arts; information technologies, social sciences, environmental sciences and other areas by being involved for a least a quarter in CTC planning and implementation.

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

The Oregon BEST Green Building Materials Laboratory includes research activities from the Schools of Chemical, Biological and Environmental Engineering and Civil and Construction Engineering and the Department of Wood Science and Engineering. Equipment housed in this Oregon BEST Signature Laboratory will allow OSU researchers to characterize, develop and test high performance sustainable materials for a wide variety of applications including buildings and transportation infrastructure. The GBML interfaces with the Capital Planning and Development civil engineering group to examine best practices within campus infrastructure.

Numerous courses have conducted survey-based projects during pre- and post-occupancy period for new and renovated buildings.

Additionally, student workers in Capital Planning and Development gain real work experience with increasing questions about sustainability in the built environment.

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:

Students enrolled in the Food in Culture and Social Justice Graduate Minor began collaborating with University Housing and Dining Services staff in Spring and Fall 2012. Two students began the process of mining paper and electronic invoices determine a starting point for the first round of food assessments. They determined that a 2-month comparative snapshot of a single dining hall was most manageable given their workloads.

They synthesized and calculated the food purchasing data for Marketplace West, one of the largest volume dining halls, for the months of October 2011 and May 2012. In the Spring and Fall terms of 2013, two undergraduate students worked with a graduate student on advancing the baseline survey. Since this initial work, conversations have continued. There has been substantial faculty and staff support, as well as student interest in furthering the project. The Student Sustainability Initiative is funding through its wage grant program a student to continue the food assessment and integrate Real Food Challenge concepts. Dining Services has made changes in the last year in response to these efforts and conversations.

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:

The OSU Energy Efficiency Center and Industrial Assessment Center, both part of the school of Mechanical, Industrial and Manufacturing Engineering, use student labor to offer Rural Energy Audits, OSU facility assessments, and other customized assessments. The center focuses on mentored energy efficiency training, performs related research, data accumulation and analysis and offers other related services.

The EEC has the goal of developing and sharing a knowledge base of new and common efficiency opportunities in a range of sectors, including industrial, agricultural, municipal, institutional, commercial and residential. The center is built on student management with faculty mentorship and oversight.

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:

The Oak Creek Center for Urban Horticulture is a six acre site on OSU's main campus. It's easily accessible to students and an excellent learning laboratory for sustainable horticultural practices in both rural and periurban landscapes. Current projects include a mushroom log fence, annual trials, green roof research, a student-run organic garden, permaculture and restoration of Oak Creek.

Oak Creek restoration has been an ongoing point of student learning on campus. The Oak Creek Riparian area has been the focus of numerous studies and restoration efforts over the past decades. One significant outcome was a restoration document created by students

participating in the ecological restoration class FOR-FW 445/545.

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:

Each year, civil engineering professor Kate Hunter-Zaworski dedicates at least one full course to analyzing and making recommendations for alternative transportation systems/transportation options on and surrounding the Corvallis campus. In most years, the focus of the Public Transportation Class is OSU transportation options. Students gain practical, applied experience with OSU systems and make presentations to OSU administrators each year.

A major focal point of these recurring studies has been the OSU shuttle, known as the Beaver Bus, in which students can interact in the most direct way through system analysis and providing recommendations to Transportation Services about shuttle route, timing, safety and other considerations.

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

In the FY14 performance year, Campus Recycling supervised two student employees who led a new recycling pilot program and produced a report to summarize findings and recommendations. The goal of the pilot program was to test out a waste collection system in classroom buildings (called All in the Hall -

<http://fa.oregonstate.edu/recycling/services/all-hall-program>

).

The Student Program Assistant put together a data collection plan to test the efficacy of the new model and then coordinated all data collection for one term. The Student Outreach Assistant analyzed the pilot data and drafted a report that is hosted online (

http://fa.oregonstate.edu/files/aith_pilot_program_report.docx

) and was sent to partnering departments, which summarized findings and recommended that the model be expanded into more buildings on campus.

Neither student employee earned academic credit, but gained experience in designing experiments, collecting and tracking data, analyzing data, and writing reports.

The pilot did in fact demonstrate that the new waste collection system increased waste diversion: after implementation, the recycling rate for those classrooms was an average of 61% - higher than the university's overall recycling rate - and the amount of recyclable material found in trash cans dropped from a range of 32-59% to 0.8-2.0% in the four buildings piloted. Based on these results and the report, the various campus partners agreed to expand the program, which is being implemented in FY15.

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:

Biological and ecological engineering students continue to work with a group of campus and community water experts to look at stormwater flowing through campus. They designed a water model to show the water moving through different storm watersheds, which allows for the model to be used with any set of parameters. Another project designed a wetland/bioswale project for OSU discharges onto City of Corvallis property and streams. The group is awaiting City funding to implement the project.

More info on these and other water projects can be found at

<http://oregonstate.edu/sustainability/blog/2013/09/corvallis-sustainability-coalitions-three-waters-project/>

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:

Many students in the College Student Services Administration program are using OSU's Division of Student Affairs to examine diversity and diversity-related issues. Many work within Diversity Development, Intercultural Student Services, a part of Student Affairs.

In fall 2013, a Transgender Lives course compiled a resource list for transgender students at OSU. An internship is currently underway cataloging every campus restroom to inventory gender neutral restrooms and will create an interactive map.

Finally, OSU's women, gender and sexuality studies graduate program requires students to complete project or thesis.

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:

We have several students receiving credit for work related to our healthy campus. Most recently related to Smoke Free evaluation, research and programming. With the Healthy Eating team interns provide counseling & support campus events. In addition, we've had several practicum students from exercise and sports science/college of public health and human sciences involved in a variety of projects.

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:

OSU Divest is a campaign to have the Oregon State University Foundation sell off its investments in fossil fuels industries and replace these with investments in socially responsible stock holdings. At least one student leader is writing a thesis based on the work with OSU Divest and its associated campaign, meetings, and community action, but this level of work may not directly result in positive outcomes.

This item is marked as "unknown" above for that reason.

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:

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

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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:

262

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

647

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

72

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

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

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

Albert, Dennis A AGD - Horticulture Operations
 Anderson, Kim A ATX - Envr & Molec Tox Oper
 Anderson, Nicole AGD - Crop and Soil Science Oper
 Andrews, Nicholas AGS - North Willamette Extension
 Antle, John AAR - Applied Economics Operations
 Arismendi, Ivan D AGD - Fisheries and Wildlife Oper
 Arnold, Mary E HHS - Ext 4-H Youth Dev On-Campus
 Arnold, Stevan J SZO - Zoology Operations
 Arp, Daniel J ABP - Ag Botany and Plant Path Oper
 Ashton, Carolyn HHS - Ext 4-H Youth Dev Off-Campus
 Azarenko, Anita N AGD - Horticulture Operations
 Bailey, John D FOR - FE Forest Engr Prgm
 Baker, C Scott AMM - Marine Mammal Institute Ops
 Balint, Gabriel AGS - Southern Oregon Oper
 Banks, Michael A AGS - COMES - Newport
 Bartholomew, Jerri L AMB - Ag Microbiology Operations
 Bassil, Nahla V AGD - Horticulture Operations
 Batchelder, Harold P OAS - Oceanic and Atmos Sci Oper
 Batten, Belinda A ELS - NW Nat'l Mar Renew Energy Ctr
 Beckman, Joseph S RDR - Environ Health Sci Ctr
 Behrenfeld, Michael J ABP - Ag Botany and Plant Path Oper
 Bell, Christopher A EKC - Kiewit Ctr for Transportation
 Bennett, Max TEX - Extensn Jackson County Office
 Benoit-Bird, Kelly J OAS - Oceanic and Atmos Sci Oper
 Betts, Matthew G FOR - Forest Ecosystem Sciences Prg
 Bliss, John C FOR - Forest Ecosystem Sciences Prg
 Bohle, Mylen G TEX - Extension Crook County Office
 Bolte, John P ABE - Biol & Ecol Engrg Operations
 Bovbjerg, Viktor E HHS - Sch of Bio & Pop Hlth Sci Ops
 Brandt, Stephen B RSG - Sea Grant
 Brauner, David R CLA - School of Lang, Culture & Soc
 Brekken, Ted K ESE - Elect/Comp Engr Prgm
 Brook, Edward J OAS - Geosciences Operations
 Brummer, Fara A TEX - Extension Warm Springs
 Bryla, David R AGD - Horticulture Operations
 Butler, Marvin D AGS - Central Oregon Oper
 Cann, David P EMM - Mechanical Engineering Prgm
 Capalbo, Susan M AAR - Applied Economics Operations
 Casarez, Roberto A DAA - Educ Opportunities Program
 Chan, Samuel S RSG - Sea Grant
[STARS Reporting Tool](#) | [AASHE](#)

Chang, Chih-hung ECB - Chemical Engineering Prgm
Chastain, Thomas G AGD - Crop and Soil Science Oper
Cheung, Itchung S RMS - Hatfield Marine Science Ctr
Chiang, Patrick Y ESE - Elect/Comp Engr Prgm
Ciannelli, Lorenzo OAS - Oceanic and Atmos Sci Oper
Ciuffetti, Lynda M ABP - Ag Botany and Plant Path Oper
Clark, Peter U OAS - Geosciences Operations
Colwell, Frederick S OAS - Oceanic and Atmos Sci Oper
Conway, Flaxen D OAS - Oceanic and Atmos Sci Oper
Coop, Leonard B AIP - Ag IPPC Operations
Cotilla-Sanchez, J E ESE - Elect/Comp Engr Prgm
Creighton, Janean FOR - Forest Ecosystem Sciences Prg
Crews, Tracy D RSG - Sea Grant
Crump, Byron C OAS - Oceanic and Atmos Sci Oper
Curtis, Lawrence R AGD - Horticulture Operations
Davis, Curtiss O OAS - Oceanic and Atmos Sci Oper
DeBano, Sandra J AGS - Hermiston Operations
DeFrancesco, Joseph T AGS - North Willamette Extension
DelCurto, Timothy AGS - Eastern Oregon ARC Oper
Denver, Dee R SZO - Zoology Operations
Dietterich, Thomas G ESE - Computer Science Prgm
Doescher, Paul S FOR - Forest Ecosystem Sciences Prg
Dreves, Amy J AGD - Crop and Soil Science Oper
Drost, Monte K EMD - Micro Products - MIME
Dugger, Bruce D AGD - Fisheries and Wildlife Oper
Dugger, Katie M AGD - Fisheries and Wildlife Oper
Duncan, Sally L CLA - School of Public Policy
DuPont, Bryony L EMM - Industrial/Manufact Engr Prgm
Ebbeck, Vicki HHS - Sch of Bio & Pop Hlth Sci Ops
Egbert, Gary D OAS - Oceanic and Atmos Sci Oper
Egna, Hillary S APD - Aquaculture CRSP Operations
Einhorn, Todd C AGS - Mid-Columbia Oper
Elias, Sabry AGD - Crop and Soil Science Oper
Ellen, Gwendolyn AIP - Ag IPPC Operations
Endress, Bryan A AGS - Eastern Oregon ARC Oper
Eskelson, Bianca N FOR - FE Forest Engr Prgm
Etuk, Lena E HHS - EXT Family/Comm HealthOn-Cmps
Felix, Joel AGS - Malheur Operations
Field, Jennifer A ATX - Envr & Molec Tox Oper
Field, Katharine G AGD - Bioresources Research Oper
Ford, M Jesse AGD - Fisheries and Wildlife Oper
Friedlaender, Ari AMM - Marine Mammal Institute Ops
Gaines, Lisa J RNR - INR Information Operations
Gambatese, John A EKC - Kiewit Ctr for Transportation
Ganio, Lisa M FOR - Forest Ecosystem Sciences Prg
Gent, David H ABP - Ag Botany and Plant Path Oper
Gibbons, Brady J EMM - Mechanical Engineering Prgm
Goodrich, Charles R CLA - School of Hist Phil & Rel

Greaney, Peter A EMM - Mechanical Engineering Prgm
Green, Stephanie J SZO - Zoology Operations
Gregory, Stanley V AGD - Fisheries and Wildlife Oper
Grevstad, Fritzi ABP - Ag Botany and Plant Path Oper
Haapala, Karl EMM - Industrial/Manufact Engr Prgm
Hagen, Christian A AGD - Fisheries and Wildlife Oper
Halbleib, Mary L AIP - Ag IPPC Operations
Hamm, Philip B AGS - Hermiston Extension
Hansen, David J RSG - Sea Grant
Hanumolu, Pavan Kumar V ESE - Elect/Comp Engr Prgm
Harmon, Mark E FOR - Forest Ecosystem Sciences Prg
Hayes, Patrick AGD - Crop and Soil Science Oper
Henkel, Sarah K OAS - Oceanic and Atmos Sci Oper
Higley, Kathryn A ENE - Nuclear Engineering Oper
Hillyer, Charles C ABE - Biol & Ecol Engrg Operations
Holdren, George R RSG - Sea Grant
Hooker, Karen A HHS - Sch Soc & Bhav Hlth Sci Ops
Hooven, Louisa A AGD - Horticulture Operations
Horneck, Donald A AGS - Hermiston Operations
Horning, Markus AMM - Marine Mammal Institute Ops
Howe, Glenn T FOR - Forest Ecosystem Sciences Prg
Hoynacki, Daniel J TEX - Extensn Marion County Office
Huff, Tristan D FOR - Extension Forestry Oper
Hunter-Zaworski, Katharine EKC - Kiewit Ctr for Transportation
Hurwitz, David S EKC - Kiewit Ctr for Transportation
Ideker, Jason H ECC - Civil Engineering Prgm
Jaiswal, Pankaj ABP - Ag Botany and Plant Path Oper
Jarvis, William T RDR - Water / Watershed Institute
Jenkins, Jeffrey J ATX - Envr & Molec Tox Oper
Jensen, Edward C FOR - Forest Ecosystem Sciences Prg
Jepson, Paul C AIP - Ag IPPC Operations
Johnson, Dustin D AGS - Eastern Oregon ARC Oper
Johnson, James E FOR - Extension Forestry Oper
Jones, Frank A ABP - Ag Botany and Plant Path Oper
Jones, Julia A OAS - Geosciences Operations
Jovanovic, Goran N EMD - Micro Products - CBEE
Junker, Joseph F EMM - Mechanical Engineering Prgm
Kagan, James S RNR - INR Information Operations
Kaiser, Clive TEX - Ext Umatilla County Office
Kamke, Fred FOR - Wood Sci/Engr Oper
Karow, Russell S AGD - Crop and Soil Science Oper
Kennedy, Robert E FOR - Forest Ecosystem Sciences Prg
Keszler, Douglas A SCH - Chemistry Operations
Kleber, Markus AGD - Crop and Soil Science Oper
Kling, Jennifer G AGD - Crop and Soil Science Oper
Kolesar, Sarah E RSG - Sea Grant
Koppers, Anthony OAS - Oceanic and Atmos Sci Oper
Kosro, P M OAS - Oceanic and Atmos Sci Oper

Kowalewski, Alec R AGD - Horticulture Operations
Krankina, Olga N FOR - Forest Ecosystem Sciences Prg
La Belle, Chris L TEE - Outreach & Engagement
Lach, Denise H OAS - Oregon ClimateChange Res Inst
Lajtha, Kate J AGD - Crop and Soil Science Oper
Lancaster, Stephen T OAS - Geosciences Operations
Landgren, Chal G AGS - North Willamette Oper
Latta, Gregory S FOR - FE Forest Engr Prgm
Law, Beverly E FOR - Forest Ecosystem Sciences Prg
Lewis, David J AAR - Applied Economics Operations
Lindberg, Kreg A LCB - Outdoor Rec Ldrshp / Tourism
Lintz, Heather E OAS - Oregon ClimateChange Res Inst
Liston, Aaron I ABP - Ag Botany and Plant Path Oper
Liu, Hong ABE - Biol & Ecol Engrg Operations
Livesay, Margaret T TEX - Extensn Benton County Office
Luoma, Daniel L FOR - Forest Ecosystem Sciences Prg
Mahaffee, Walter F ABP - Ag Botany and Plant Path Oper
Mallory-Smith, Carol A AGD - Crop and Soil Science Oper
Martin, Dana L TEX - Ext Deschutes County Office
Matano, Ricardo P OAS - Oceanic and Atmos Sci Oper
Mate, Bruce R AMM - Marine Mammal Institute Ops
Matthewson, Melissa AGD - Horticulture Extension
Mc Comb, Brenda C GRD - Grad School Special Programs
Mc Cune, Bruce ABP - Ag Botany and Plant Path Oper
Mc Iver, James D AGS - Eastern Oregon ARC Oper
Mehlenbacher, Shawn A AGD - Horticulture Operations
Meigs, Andrew J OAS - Geosciences Operations
Menge, Bruce A SZO - Zoology Operations
Miller, Jessica A AGS - COMES - Newport
Miller, Weston A AHT - Horticulture Extn Field Fac
Milligan, Kristen SZO - Zoology Operations
Mix, Alan C OAS - Oceanic and Atmos Sci Oper
Momsen, Ellen ENG - College of Engineering-Admin
Morrissey, Michael T AFC - Food Innovtn Ctr Exp Sta Ops
Morzillo, Anita T FOR - Forest Ecosystem Sciences Prg
Mote, Philip W OAS - Oregon ClimateChange Res Inst
Murthy, Ganti ABE - Biol & Ecol Engrg Operations
Muszynski, Lech FOR - Wood Sci/Engr Oper
Myers, James R AGD - Horticulture Operations
Nason, Jeffrey A ECB - Environmental Engr Prgm
Needham, Mark D FOR - Forest Ecosystem Sciences Prg
Nelson, Kim AGD - Fisheries and Wildlife Oper
Nelson, Michael P FOR - Forest Ecosystem Sciences Prg
Nolin, Anne W OAS - Geosciences Operations
O Connell, Kari E FOR - Extension Forestry Oper
Paasch, Robert K ELS - NW Nat'l Mar Renew Energy Ctr
Palacios, Daniel M AMM - Marine Mammal Institute Ops
Parke, Jennifer L ABP - Ag Botany and Plant Path Oper

Paul, Brian K EMD - Micro Products - MIME
Peachey, Ronald E AGD - Horticulture Operations
Peterson, James T AGD - Fisheries and Wildlife Oper
Porter Medina, Jose D EMM - Mechanical Engineering Prgm
Pscheidt, Jay W ABP - Ag Botany and Plant Path Oper
Puettmann, Klaus J FOR - Forest Ecosystem Sciences Prg
Radniecki, Tyler S ECB - Environmental Engr Prgm
Rahe, Mallory AAR - Applied Economics Operations
Randhawa, Sabah U ENG - College of Engineering-Admin
Rao, Sujaya U AGD - Crop and Soil Science Oper
Reimers, Clare E OAS - Oceanic and Atmos Sci Oper
Reuter, Ronald J LCB - Natural Resources
Ringo, Chris D AGD - Crop and Soil Science Oper
Roby, Daniel D AGD - Fisheries and Wildlife Oper
Rosetta, Robin L AGS - North Willamette Oper
Rowe, Shawn RSG - Sea Grant
Sagili, Ramesh AGD - Horticulture Operations
Sahnaw, Susan K FOR - Extension Forestry Oper
Salwasser, Janine M RNR - INR Information Operations
Sanchez, Dana M AGD - Fisheries and Wildlife Oper
Santamaria, Luisa AGS - North Willamette Oper
Santelmann, Mary V OAS - Geosciences Operations
Schmittner, Andreas OAS - Oceanic and Atmos Sci Oper
Schreck, Carl B AGD - Fisheries and Wildlife Oper
Schultz, Adam OAS - Oceanic and Atmos Sci Oper
Schulze, Mark FOR - Forest Ecosystem Sciences Prg
Seavert, Clark F AAR - Applied Economics Extension
Selker, John S ABE - Biol & Ecol Engrg Operations
Semprini, Lewis ECB - Environmental Engr Prgm
Sessions, Jon FOR - FE Forest Engr Prgm
Settersten, Richard A HHS - Sch Soc & Bhav Hlth Sci Ops
Shaw, David C FOR - FE Forest Engr Prgm
Shearer, Peter W AGS - Mid-Columbia Oper
Shinderman, Matthew J LCB - Natural Resources
Shock, Clinton C AGS - Malheur Operations
Shroyer, Emily L OAS - Oceanic and Atmos Sci Oper
Skaugset III, Arne E FOR - FE Forest Engr Prgm
Smiley, Richard W AGS - Columbia Basin Oper
Smith, Carole A TEX - Extension Union County Office
Steel, Brent S CLA - School of Public Policy
Still, Christopher J FOR - Forest Ecosystem Sciences Prg
Stone, Alexandra G AGD - Horticulture Extension
Stone, David L ATX - Envr & Molec Tox Oper
Stoner, Joseph S OAS - Oceanic and Atmos Sci Oper
Strik, Bernadine C AGS - North Willamette Oper
Strong, Nicole A FOR - Extension Forestry Oper
Stubblefield, William A ATX - Envr & Molec Tox Oper
Sudakin, Daniel ATX - Envr & Molec Tox Oper

Sullivan, Dan M AGD - Horticulture Operations
Suryan, Robert M RMS - Hatfield Marine Science Ctr
Svejcar, Anthony J AGS - Eastern Oregon ARC Oper
Sylvia, Gilbert AGS - COMES - Newport
Talbott, John R ASG - Sun Grant Western Center
Tanguay, Robert ATX - Envr & Molec Tox Oper
Taylor II, Jimmy D FOR - Forest Ecosystem Sciences Prg
Tesch, Steven D FOR - FE Forest Engr Prgm
Thomas, Christoph K OAS - Oceanic and Atmos Sci Oper
Tullos, Desiree D ABE - Biol & Ecol Engrg Operations
Turner, David P FOR - Forest Ecosystem Sciences Prg
Tyler, Brett ABP - Ag Botany and Plant Path Oper
Vache, Kellie B ABE - Biol & Ecol Engrg Operations
Vance-Borland, Kenneth W FOR - Forest Ecosystem Sciences Prg
Vega-Thurber, Rebecca L SMB - Microbiology Operations
Wall, Brian M RDR - Research Programs
Walton, Vaughn M AGD - Horticulture Operations
Wang, Hailei EMD - Micro Products - MIME
Waring, Richard H FOR - Forest Ecosystem Sciences Prg
Weis, Virginia SZO - Zoology Operations
White, Eric M FOR - FE Forest Engr Prgm
Wildenschild, Dorthe ECB - Chemical Engineering Prgm
Williams, David E RDR - Superfund Research Center
Willis, Patrick C HHS - Ext 4-H Youth Dev Off-Campus
Wing, Michael G FOR - FE Forest Engr Prgm
Wong, Weng-Keen ESE - Computer Science Prgm
Woolley, Travis J FOR - FE Forest Engr Prgm
Wooster, David E AGS - Hermiston Operations
Yang, Wei Q AGS - North Willamette Oper
Yang, Zhiqiang FOR - Forest Ecosystem Sciences Prg

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

OSU Sustainability Office staff reviewed all 1653 FY14 active research awards and coded them according to their alignment with Earth Charter principles. Correlation with OSU's Signature Areas of Distinction was also supported by this method. As indicated in OSU's Strategic Plan, research activities should advance the science of sustainable earth ecosystems, improve human health and wellness, promote economic development and social progress, or expand the current knowledge base within sustainability focus areas such as alternative energy, climate, and materials sciences.

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

Harnessing the Power of the Ocean

In 2008, the U.S. Department of Energy established the Northwest National Marine Renewable Energy Center (NNMREC), directed by OSU mechanical engineering professor Bob Paasch, a collaborative effort between OSU, University of Washington and the National Renewable Energy Lab. The NNMREC includes researchers from the colleges of Engineering, Oceanic and Atmospheric Sciences and Science, along with Oregon Sea Grant, the Cooperative Institute for Marine Resources Studies, the Marine Mammal Institute and the [STARS Reporting Tool](#) | [AASHE](#)

Hatfield Marine Science Center. NNMREC is one of only three U.S. Department of Energy National Marine Renewable Energy Centers.

Wind Energy: Thinking Smaller and Thinking Ahead

OSU's Energy Resources Research Laboratory is working with the Bonneville Power Administration on wind-forecasting models to determine the most productive locations for wind farms. Forecasting models are also useful in research to capture excess energy generated during peak wind events and releasing the stored energy onto the power grid at times when wind speeds are slow. OSU research also focuses on grid management and integration of renewable energy sources.

Modernizing the grid

Beyond finding new sources of energy and reducing consumption, OSU energy research also addresses the need to modernizing America's aging and outdated power distribution infrastructure. This includes scale modeling, control systems, machine learning and networks that support smart grids. These digitally-controlled transmission and distribution systems are designed to be more reliable, energy efficient and economical, as well as able to readily accommodate renewable energy sources. OSU has one of the only grid-scale laboratories capable of testing products for utility performance.

Making Solar More Efficient and Manufacturable

Materials research is at the core of transforming solar energy technology. Appropriate selection of materials enables new technologies that are inexpensive, highly efficient and reliable. Oregon State University conducts a variety of materials research leading to next generation technologies. Advancements include thin film flexible substrate solar technologies, high efficiency coatings and transparent electronics to optimize solar energy harvest. In partnering with companies like Oregon BEST and Solar World OSU research in solar technologies is expanding at an exciting pace.

The website URL where information about sustainability research is available:

<http://fa.oregonstate.edu/sustainability/research>

Support for Research

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

Yes

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

The Student Sustainability Initiative has four grant programs that fund student projects and research that improve sustainability and offer learning experiences to OSU students. For FY14, \$21,600 was made available for Project Grants plus an additional \$7,500 for Travel Grants. SSI also offers a Wage Grant program, with a budget of \$24,000, which directly supports undergraduates and graduates student employment. Grants are available to students in any major.

During FY14, SSI's research grant program was fully established and will focus on pairing undergraduate students with researchers via cooperative student-faculty Sustainability Research Grants. SSI established this program to support student research with an applied focus to encourage change in our own community. In line with the SSI's vision, applications must advance a culture of sustainability at OSU through action, education, and opportunity. Preference will be given to proposals that clearly impact the environmental, social, and economic sustainability of the Corvallis campus. \$10,000 were available for research grants in FY14.

All grant funded work must benefit OSU students and SSI's mission "to advance student efforts in creating a culture of sustainability at OSU through action, education, and opportunity."

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

<http://sli.oregonstate.edu/ssi/grants/research-grants>

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 led in the formation of Oregon BEST (Oregon Built Environment & Sustainable Technologies Center). An independent, nonprofit organization established by the Oregon Legislature, Oregon BEST builds on Oregon's reputation as a national innovator in sustainability, natural resources, the sustainable built environment, and clean energy.

Oregon BEST's charter is to help Oregon businesses compete globally by transforming and commercializing university research into new technologies, services, products, and companies — all of which translate into new jobs for Oregon's green economy.

Oregon BEST focuses on the following two strategic areas:

- * Sustainable Built Environment Products and Services
- * Renewable Energy Generation

Oregon BEST ensures Oregon is a global leader in the green economy. More than 190 Oregon BEST Member Faculty at four universities offer a shared-user network of research expertise and lab tools that help Oregon companies, universities, and students succeed.

PROPOSAL MATCHING PROGRAM

Oregon BEST's Proposal Matching Program provides matching funds to research and equipment acquisition proposals seeking competitive external funding. This program leverages the state's investment in renewable energy and green building research by making proposals from Oregon faculty more competitive and increasing the level of outside funding of these areas.

COMMERCIALIZATION GRANT PROGRAM

The Oregon BEST Commercialization Grant Program accelerates the commercialization of technologies developed by universities and small businesses in Oregon collaborating with Oregon BEST's member faculty.

RESEARCH FACILITY INVESTMENTS

Oregon BEST invests strategically in university research facilities that advance Oregon BEST's mission of economic development and job creation through research and development of sustainable built environment and renewable energy technologies from the Oregon University System (OUS). These investments help Oregon's research faculty, clean-tech industry, and students gain access to cutting-edge research tools and expertise.

Oregon BEST has made facilities investments in seven Oregon BEST Signature Research Facilities that form a statewide network of shared-user facilities. This network represents almost \$5 million in new lab resources brought online by Oregon BEST since early 2009 that are available to Oregon faculty and industry. The seven Oregon BEST Signature Research Facilities include:

- * SuNRise Photovoltaics Laboratory at the UO
- * Oregon Process Innovation Center (OPIC) for Sustainable Solar Cell Manufacturing at OSU
- * Green Building Materials Laboratory at OSU

- * Green Building Research Laboratory at PSU
- * infraStructure Testing and Applied Research (iSTAR) Laboratory at PSU
- * Energy Studies in Buildings Laboratory at the UO in Eugene and in Portland
- * Facade Integrated Technologies (FIT) Testing Facility at the UO.

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

<http://oregonbest.org/about-us/>

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

Yes

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

The primary goal of OSU's Strategic Plan Phase II was to provide outstanding academic and research programs that further strengthen performance and pre-eminence in the three interdisciplinary Signature Areas of Distinction: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress. In 2010, the University formed academic divisions to provide greater opportunities for interdisciplinary collaboration in teaching and research which advance the signature areas. Around 60 new faculty positions were hired to build capacity within these divisions. OSU is targeting future hires and reorganizing its academic units to become more interdisciplinary.

Phase III of OSU's strategic plan continues emphasis areas articulated in Phase II, with a focus on excellence. Given OSU's interdisciplinary focus via signature areas, faculty are evaluated positively when they do interdisciplinary research.

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

<http://oregonstate.edu/leadership/strategicplan/phase3>

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

Yes

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

The Valley Library at OSU has research guides and other materials that support the research community. The research guides include subject matter specific to natural resources, environmental science, and social aspects of sustainable natural resources, to name a few.

Additionally, ScholarsArhive at OSU makes available and stores the scholarly work of the Oregon State University community. Extensive sustainability-related material are contained within this resource:

<http://ir.library.oregonstate.edu/xmlui/>

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

<http://guides.library.oregonstate.edu/home>

Responsible Party

Brandon Trelstad

Sustainability Coordinator
Sustainability Office

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.

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

145

Number of divisions covered by a policy assuring open access to research:

145

A brief description of the open access policy, including the date adopted and repository(ies) used:

There have been various open access policies and resolutions adopted at OSU. The most recent and most comprehensive policy covers all OSU scholars and was adopted in 2013.

OSU OA history summary:

In 2005, Faculty Senate passed an Open Access resolution.

Beginning in 2007, all university theses and dissertations are deposited to the ScholarsArchive@OSU open access digital repository.

In March 2009, University Library Faculty pass first library faculty OA policy in world.

In March 2010, College of Oceanic and Atmospheric Sciences faculty pass OA policy.

In April 2011, in anticipation of the merger with COAS, the Department of Geosciences faculty pass OA policy.

In 2011, College of Forestry faculty pass OA policy.

In August 2011, OSU becomes a member of the Coalition for Open Access Policy Institutions.

In November 2011, OSU signs the Berlin Declaration on Open Access .

In 2011, the entire history of Extension and Experiment Station Communications publications is available open access in ScholarsArchive@OSU.

Inaugural Class of Open Access 'Hall of Famers' was established in 2011 to acknowledge those who have worked to make OSU scholarship freely available online.

In June 2013, Faculty Senate passed an Open Access policy.

Reference URLs:

<http://oregonstate.edu/senate/agen/reports/2005/06d.html>

<http://ir.library.oregonstate.edu/xmlui/handle/1957/10850>

http://ceoas.oregonstate.edu/facultystaff/files/Open_Access_Policy.pdf

<http://deansoffice.forestry.oregonstate.edu/sites/default/files/memo254CollegeofForestryOpenAccessPolicy.pdf>

<http://osulibrary.oregonstate.edu/osu-signs-berlin-declaration-open-access>

<http://cdss.library.oregonstate.edu/inaugural-class-open-access-hall-famers>

A copy of the open access policy:

[osu_openaccesspolicy_final_single_page.pdf](#)

The open access policy:

The website URL where the open access repository is available:

<http://ir.library.oregonstate.edu/xmlui/>

A brief description of how the institution's library(ies) support open access to research:

STARS Reporting Tool | AASHE

The Valley Library hosts ScholarsArchive@OSU, which is Oregon State University's digital service for gathering, indexing, making available and storing the scholarly work of the Oregon State University community. It also includes materials from outside the institution in support of the university's land, sun, sea and space grant missions and other research interests.

The website URL where information about open access to the institution's research is available:

<http://cdss.library.oregonstate.edu/open-access>

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

26,203

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

Student Sustainability Initiative

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

26,203

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

The OSU Student Sustainability Initiative (SSI) is a student-fee funded, student-coordinated program within the Department of Student Leadership and Involvement that works to advance student efforts to create a culture of sustainability at OSU. This work falls into three general categories: (a) actions and campaigns directly influencing OSU's sustainability, (b) education on sustainability issues, and (c) empowerment of students to tackle their own vision of a better world.

Examples of outreach activities include planning and implementing educational events (e.g. the Energy Civil War, which is a competition to produce the most electricity using the recreation center's elliptical machines, and the Alternative Transportation Fair, a full day of activities geared toward promoting bicycling and other alternatives to the single occupancy vehicle), hosting work parties at their organic garden, staffing booths at campus events, and advertising SSI programs, such as the Bike Loan Program.

Program info at

<http://sli.oregonstate.edu/ssi>

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

Student Sustainability Initiative (SSI) staff are 13 paid positions selected based on a competitive application process and hired by the SSI Fee Board.

SSI Fee Board members (5 voting students) are selected through a competitive application process by previous Board members. Additionally, 5 non-voting members serve to help inform the process or as ex-officio members. The selection process and the SSI program are advised by several OSU professionals: the Student Sustainability Advisor, the Civic Engagement & Service Coordinator and the Sustainability Coordinator. Additional support and advising is also received from other faculty and staff.

Staff, and to some extent Board members, are selected based on demonstrated personal commitment to sustainability, experience in the sustainability-related fields, and aptitude of candidates for conducting peer learning activities, campaign building and other related activities.

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

SSI staff and board members receive formal training in organizational development, effective campaigning, conflict resolution and non-violent communication, assessment, purchasing, student leadership development, sustainability principles, community organizing and empowerment. Activities include orientation to sustainability at OSU, namely a 2 hour tour of campus sustainability features.

Training is conducted by OSU faculty and contracted off-campus professionals and is a typically a 2-day training for staff and half day for Board members, plus additional development opportunities throughout the year.

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

OSU dedicates a minimum of 2.0 FTE of faculty, staff and graduate student time to SSI. Other resources include assistance in purchasing, processing payroll and other logistical support, and additional program assistance from departments like Campus Recycling, the academic colleges and many others.

The SSI budget for FY14 was approximately \$373,862, funded from student fees.

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

ASOSU Environmental Affairs

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

26,203

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

Environmental Affairs acts to develop awareness of our impact on the world around us, and to educate students on environmental issues. They coordinate student committees to plan Earth Week activities, lectures, debates, movies, and projects that will educate students on all aspects of environmental issues. They actively solicit student participation and lend aid on all aspects of environmental issues.

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

Student leaders at the Associated Students of Oregon State University (ASOSU) are elected through a campus wide vote of all students. ASOSU leadership then selects the Environmental Affairs Director using a competitive application process. This is a paid position that coordinates a team of students who deliver programs to the entire campus community and beyond.

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

Much like SSI, ASOSU leadership is trained through multiple day trainings over the summer and fall that, in ASOSU's case, provide emphasis in leadership development, campaign building, intergovernmental and inter-organizational relations and other areas. ASOSU staff receive additional training specific to their program area.

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

OSU provides robust advising, legal, policy and organizational support to ASOSU. While it is predominantly a student fee funded program, the university provides multiple layers of support to student government. The ASOSU president also sits on the OSU leadership team with the university president and his cabinet.

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

Residence Hall Eco-Representatives

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

812

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

Eco-Representatives (Eco-Reps) are hired students responsible for advancing and institutionalizing a culture of sustainability in the residence halls in which they live. This includes:

- Planning and executing sustainability-focused events (at least one per term)

- Advertising and encouraging involvement in campus-wide sustainability events, including inter-hall recycling and energy competitions
- Educating residents about sustainable lifestyles and resources (common methods included staffing a booth, visiting rooms to talk to residents, hanging or creating posters/signage, Facebook posts, and organizing hall events).
- Coordinating their hall's composting pilot program - recruiting participants, educating and engaging participants, and maintaining compost bins (weighing and tracking data, emptying, and cleaning)

Eco-Reps work 5-6 hours per week and are paid hourly. In the FY13 performance year, this program was in its first year as a pilot program so Eco-Reps served in three of our 14 residence halls.

Program info at

<http://oregonstate.edu/sustainability/now-hiring-eco-reps-res-halls>

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

Candidates were selected following a competitive application process. Students in any residence hall were invited to submit applications. A hiring committee was assembled (made up of the various partners contributing to the Eco-Rep program) to select applicants to interview, conduct interviews, and select three candidates. These top three candidates determined which three halls would have Eco-Reps.

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

In FY13 Eco-Reps attended the Residence Hall Association's "Boot Camp," a weekend of leadership and skills trainings for elected Hall Council members from each hall. They also attended weekly meetings throughout the year with their supervisor and campus partners and received informal trainings from partners on campus sustainability programs and resources.

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

Four campus entities contributed funds to build a \$5,000 budget for FY13 wages:

\$2,500 from Campus Recycling

\$1,000 from University Housing & Dining Services

\$1,000 from the Student Sustainability Initiative

\$500 from the Sustainability Office

These same partners offered additional resources, such as printing and supplies, as needed, for Eco-Reps' projects. The Residence Hall Association also provided access to their resource room (which offered computers, printing and office supplies) and the Hall Councils provided funds for event materials when Eco-Reps requested them.

In addition, partners contributed staff time to support Eco-Reps, as needed. In particular, the Sustainability Office's Sustainability Program Specialist managed the Eco-Reps, providing training, work assignments, admin support, etc.

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

Student Outreach Assistant in the Campus Recycling office

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

26,203

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

Campus Recycling's Student Outreach Assistant position is a paid student position that focuses on educating and engaging the OSU community (primarily students) in recycling and waste reduction. Duties include planning and implementing educational events (Earth Week, Repair Fairs, America Recycles Day, RecycleMania, etc.), communicating electronically (writing for the blog, Facebook, and recycling website), planning and staffing booths, presenting to student clubs, distributing informational materials, and helping coordinate the student volunteer team the Waste Watchers (including recruiting volunteers, setting meeting agendas, facilitating meetings, and coordinating volunteers at events).

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

When Campus Recycling's Student Outreach Assistant position is vacated, Campus Recycling opens a competitive application process. The Marketing & Development Coordinator (who directly supervises the position) and the outgoing Student Outreach Assistant select applicants, conduct interviews and perform reference checks to make a selection.

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

Campus Recycling's Student Outreach Assistant receives extensive one-on-one training about on-campus recycling and waste reduction how-to's and programs. Training for outreach work (tabling, giving presentations, planning events, coordinating volunteers, etc.) is achieved through observation (e.g. watching an experience person perform the task or reviewing an existing piece of writing) and practice (e.g. role-playing or performing the task while being observed by someone who can provide feedback). Training is provided to the new student employee each time it is filled by a new person. As educational tours of recycling facilities and processes become available, the student is encouraged to join.

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

Campus Recycling's Student Outreach Assistant is paid for up to 20 hours per week year-round (occasionally more than 20 hours per week during summer), by Campus Recycling. The position receives supervision and support from the full-time Marketing & Development Coordinator. The employee is also provided with a computer and desk for her/his sole use.

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

7,931

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

<http://fa.oregonstate.edu/sustainability/resources-students>

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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:

100

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

New student orientation at OSU includes three programs that include sustainability-related content. START is a summer two day event preparing new students and their parents for the upcoming year. CONNECT is held the week preceding fall term. U-Engage which is a first quarter class for freshman that meets weekly.

During START sessions all food is composted and served using compostable serving ware, and is marketed to new students as a zero waste event. Sustainability groups and resources are prominently displayed for students to learn how to get involved. Sustainability group display tables are staffed to welcome new students.

CONNECT starts with campus move-in where volunteers are on hand to show new residents how to recycle and where additional campus resources exist. It is a crash course for students to learn how recycling, composting, and waste reduction works at OSU. The annual

Sustainability Fair is a key event during CONNECT, as is the zero waste New Student Picnic where thousands of students gather and more information is available at staffed sustainability tables and booths. CONNECT also features a Day of Caring where students participate in community service opportunities on campus and throughout the city of Corvallis.

U-Engage focuses on how new students can get involved on campus and how when they leave OSU they can be more productive members of the community. Trips to the Student Sustainability Center are included in U-Engage as is education about how student government works and how students can advocate for themselves and others.

Additionally, now that OSU has a first year live on requirement, more students are actively engaged in orientation programming.

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

<http://oregonstate.edu/newstudents/home/>

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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	Yes
Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience	Yes
Cultural arts events, installations or performances related to sustainability that have students as the intended audience	Yes
Wilderness or outdoors programs that follow Leave No Trace principles	Yes
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	No
Programs through which students can learn sustainable life skills	No
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	Yes

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

The Student Sustainability Initiative mission is to support student efforts to create a sustainable community at OSU through action, education, and opportunity.

Objectives:

- * Reduce the ecological footprint of the OSU community.
- * Connect students' innovation and energy with the resources and skills needed for them to succeed.
- * Identify and help implement best practices through collaboration and research with OSU and the greater community.
- * Manage student funds responsibly.
- * Diversify and integrate with the OSU sustainability community.
- * Model a transition toward sustainable practices through renovations on the Student Sustainability Center

Objectives are implemented through:

- * Volunteer opportunities
- * Project leadership opportunities
- * Community building events
- * Experiential learning
- * Strategic investments
- * Grassroots organizing training
- * Relationships with faculty, staff, and administration

SSI work implements its mission statement through financing internships, grants, activities, projects, and work parties.

The SSI has helped fund:

- * Interns on the restoration of Oak Creek
- * The renovation of the Student Sustainability Center
- * An on campus food assessment
- * Composting on campus
- * Energy efficiency studies
- * Permaculture learning garden
- * Corvallis Bicycle Collective
- * OSU Bike Loan Program

The website URL where information about student groups is available:

<http://sli.oregonstate.edu/ssi>

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

The OSU Organic Growers Club is an all-volunteer, student-run, organic farming project that began in 2000. The group was founded by a handful of undergraduate students on the notion that folks getting a degree in agriculture science should at some point in their academic careers, put a seed in the ground, take care of it, and harvest the benefits of that effort. Since then, the group and the farm have grown into much more than a ideological reaction and more toward a forward thinking community of students, staff, and faculty that have a common interest in food, fun, and above all experiencing the reality that is ecosystem sustenance.

The OSU Organic Growers Club farm is located on ~2 acres of OSU agricultural research land and has gained the support of many faculty, staff and the community which has helped it to grow to over 300 members and 400 community clients.

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

http://cropandsoil.oregonstate.edu/organic_grower/

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

Enactus is an international organization focused on mobilizing university students to create economic opportunity for others while discovering their own potential. Enactus is an opportunity for students to apply their classroom experiences to the real world with the help of faculty and advisors. Skills learned in market economics, entrepreneurship, personal finances, sustainability, and business ethics are applied to real life business situations. Enactus participates in community outreach programs at OSU and around the world.

OSU also has the largest Residential College west of the Mississippi with the Austin Entrepreneurship program.

The Austin Entrepreneurship Program at Weatherford Residential College is a unique living-learning environment for undergraduates offering entrepreneurship courses, hands-on experience, and the opportunity to explore business ideas. The Weatherford program focuses on four key initiatives:

- Entrepreneurship and Innovation
- Social Entrepreneurship and Social Initiatives
- Sustainability
- Professional Development

Pangea Cafe is a student run on-campus restaurant that is available Monday through Friday. They offer a low price healthy alternative with a focus on international menus and sustainability.

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

<http://business.oregonstate.edu/main/current-students/student-organizations/enactus>

A brief description of the sustainable investment or finance initiatives:

Started in January 2010, the SERLF is a student program that provides a local source of low interest financing to accelerate sustainable energy projects at Oregon State University. Funding is delivered through a competitive application process. \$100,000 were available in 09-10, with an additional \$100,000 in 10-11 and 11-12.

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

<http://fa.oregonstate.edu/sustainability/operations/energy/funding#RLF>

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

The Starker Lecture Series takes inspiration from the Starker Family's history of leadership in supporting sound forestry and vibrant communities through scientifically grounded education and positive, sustained action. The Starkers' long-time recognition of the value of closely observing and learning from actions and outcomes "in the woods" also inspires an integration of technical knowledge with practical, on-the-ground experience. The lectures carry an emphasis on issues and opportunities in the active management of forest resources, through lectures, in depth discussions, and field based events.

Held on the second Monday of the month, Science Pub Corvallis offers cool presentations in an informal atmosphere where attendees can interact with experts. No scientific background is required to attend.

<http://oregonstate.edu/terra/science-pub-corvallis/>

The Pacific Fisheries Technologists is an organization that includes three parties: industry, academia and government that exchange the most up to date technical information during their 3-day annual conference. Directed and organized by OSU members the conference includes every state from Alaska to Mexico along the Pacific Ocean and often includes fellow visitors from Pacific Rim countries as well. The 2015 conference will be covering practices involving "Safe and Sustainable Seafood".

<http://pftfish.net/>

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

<http://starkerlectures.forestry.oregonstate.edu/>

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

Art About Agriculture is a program in the College of Agricultural Sciences, Oregon State University, which encourages artists to investigate agriculture and natural resources themes for creating their works of art. It strives to develop an understanding and appreciation of food and fiber among Oregon's diverse audiences.

Also, the art installation "Pomp and Circumstance" by Patrick Daugherty used student and volunteer labor to harvest local materials for the all natural stick based sculpture, located in the core of campus.

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

<http://agsci.oregonstate.edu/art/>

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

The OSU Adventure Leadership Institute (ALI) helps students learn about the recreational opportunities in the area and follows Leave No Trace principles. Resources are available at the ALI to learn more about what can be done to leave no trace.

Principles include

- * Plan ahead and prepare.
- * Camp and travel on durable surfaces
- * Pack it in pack it out.
- * Leave what you find
- * Minimize use and impact of fire

Resources Available:

- * Oregon's Wild Area's
- * Pacific Northwest Hike's
- * Oregon State Parks
- * Pacific Northwest Camping
- * The Pacific Crest Trail Hiker's Handbook
- * National Forest Service Maps

Specific courses that include Leave No Trace content include: Backpacking, LNT Awareness, Wilderness Living Techniques, and Winter Backcountry Travel.

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

<http://oregonstate.edu/recsports/ALI>

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

The website URL where information about the theme is available:

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

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

A brief description of sustainability-focused student employment opportunities:

The OSU Sustainability Office, Campus Recycling and the Student Sustainability Initiative are dedicated to providing student employment and internship opportunities, as well as periodic projects on which students can work.

<http://oregonstate.edu/sustainability/contacts>

<http://recycle.oregonstate.edu/contactinfo>

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

<http://sli.oregonstate.edu/ssi/about-ssi/ssi-staff-directory>

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

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

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

The Eco-Reps program is an opportunity for students living in the resident halls to take a leadership role in promoting sustainability among their peers. They help with various programs like hall-wide composting, promote events on campus, and spread information within their halls.

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

<http://oregonstate.edu/sustainability/blog/2014/07/eco-representatives-at-oregon-state/>

Outreach Materials and Publications

Responsible Party

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

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

A brief description of the central sustainability website:

The OSU Sustainability Website:

- Provides information on how OSU is practicing and promoting sustainability on campus
- Serves as a "hub" to connect and enhance the visibility of existing OSU resources
- Increases awareness of the need for a more environmentally sensitive, socially equitable, and economically stable culture

The website URL for the central sustainability website:

<http://fa.oregonstate.edu/sustainability/>

A brief description of the sustainability newsletter:

OSU has several newsletters that cover sustainability. One is an email-based resource is targeted specifically for OSU faculty and staff. Some of the topics types covered include:

- * Major milestones in advancing institutional sustainability, such as implementing OSU's Climate Plan and STARS
- * Opportunities for departments to contribute to the sustainability movement
- * Electronic tools and resources
- * Case studies and success stories from inside and outside OSU
- * Awards and recognition the university receives
- * Resources departments can share with students

Another newsletter is targeted to student audiences and focuses topics of interest to them.

The website URL for the sustainability newsletter:

http://lists.oregonstate.edu/mailman/listinfo/sustainability_at_osu

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

The following OSU units have Facebook pages:

- OSU Sustainability Office (plus additional transportation and energy related pages)
- Campus Recycling
- Student Sustainability Initiative
- Numerous student groups

Campus Recycling and SSI also have Twitter and Instagram accounts.

Ecologue, the OSU sustainability blog, incorporates content from multiple departments and is linked below.

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

<http://oregonstate.edu/sustainability/blog>

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

Terra Research Magazine:

The Terra Web site is produced by the Departments of Research Communications, University Marketing and Web Communications at Oregon State University. Research Communications promotes OSU's strategic plan by telling the stories of OSU researchers through Terra and the president's annual report.

Ecologue, the OSU sustainability blog, also includes stories about student research and projects funded from the Student Sustainability Initiative grant programs. Creating a blog post is mandatory for grant recipients.

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

<http://oregonstate.edu/terra/>

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

Several OSU buildings have building signage that highlight green features that are present in the building. Kelley Engineering, Weatherford, and Kearney Hall are all LEED certified and have signage to inform students and guests about the sustainable features.

Dixon Recreation Center has one of the most comprehensive sets of sustainability signage that talks about many different aspects of sustainability. Copies of the signs can be viewed at the below provided.

The Student Sustainability Center includes signage throughout it's building.

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

<http://oregonstate.edu/recsports/sites/default/files/facilities/files/sustainability.pdf>

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

The Dining Halls of OSU have food signage that discusses sustainable food systems as it relates to Food Alliance, Oregon Country Beef, etc. There are also signage and outreach around vegan, vegetarian, and gluten free options in dining.

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

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

Signage for specific sites, such as the Student Sustainability Center, People's Park and the horticulture demonstration areas, are located on each site.

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

A brief description of the sustainability walking map or tour:

The Self-guided Campus Sustainability Tour brochure highlights some of the many ways OSU is working toward sustainability, and is one of our most popular publications.

The website URL of the sustainability walking map or tour:

http://fa.oregonstate.edu/sites/fa.oregonstate.edu/files/sustainability/docs/tour_brochure_2014.pdf

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

A transportation options brochure is available at

<http://oregonstate.edu/sustainability/sites/default/files/docs/alternativetransportation.pdf>

Additionally, Oregon State University's main campus has been designated by the National Center for Urban Transportation Research as one of their Best Workplaces for Commuters. This designation recognizes employers for outstanding efforts to provide alternatives to the single occupancy vehicle. Some of the programs include, ride sharing, campus shuttle system, bike parking, bike lockers, local pedicab services, Corvallis Transit, and the WeCar car sharing program. All this information is available in one location, the url listed below, and appears in multiple publications such as orientation material and visitor information.

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

http://fa.oregonstate.edu/files/to_brochure_september2014.pdf

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

The OSU Alternative Transportation Advisory Committee works with the City of Corvallis to keep current bike maps - for commuters and recreation - available to the university community.

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

<http://oregonstate.edu/atac/home>

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

University Housing and Dining Services provides programs and information about sustainability in the residence halls and how students living in them can reduce environmental impact.

Additionally, the Eco-reps program includes green living and sustainability information directly delivered to residential students through paid employees in residence halls.

<http://oregonstate.edu/sustainability/blog/2013/11/welcome-the-201314-eco-reps/>

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

<http://oregonstate.edu/uahds/sustainability-efforts>

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 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:

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

OSU Sustainability Office Brochure:

The guide describes the different activities that the OSU Sustainability Office participates in or organizes. It also talks about how to get involved on campus and what faculty and staff can do.

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

http://fa.oregonstate.edu/sites/fa.oregonstate.edu/files/sustainability/docs/so_brochure_2013-4.pdf

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

Yes

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

Campus Recycling brochure, talking about the recycling, surplus and online sales programs, zero waste events, what to recycle on campus and many other aspects of waste reduction.

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

<http://fa.oregonstate.edu/recycling/resources/osu-recycle-guide>

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

Yes

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

A "Gold" LEED (Leadership in Energy and Environmental Design) certification from the U.S. Green Building Council made OSU's Kelley Engineering Center. The publication linked below discusses building green features in detail, like natural lighting, natural ventilation and a rainwater harvesting system that was cutting edge when the building was designed in 2002.

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

<http://eecs.oregonstate.edu/about-eecs/our-building>

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

Yes

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

Campus Recycling's Green Events Guide

This information provides the campus community ideas and resources for carrying out zero waste events, large and small.

In addition to the link below, Campus Recycling offers a Green Event planning worksheet for event managers.

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

<http://fa.oregonstate.edu/recycling/resources/signage-and-documents>

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

Yes

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

OSU's Corvallis campus has a variety of rain water mitigation techniques, many of which are on the cutting edge of sustainability. The map highlights locations with bioswales, rain gardens, green roofs, rain collection, sewer access structures, and permeable pavement.

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

http://fa.oregonstate.edu/sites/fa.oregonstate.edu/files/sustainability/docs/rainwater_final.pdf

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

Yes

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

Momentum, the College of Engineering Newsletter

Momentum regularly features undergraduate, graduate and faculty research and civic engagement activities around sustainability. Emphasis areas include renewable energy, bioproducts and transportation engineering.

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

<http://blogs.oregonstate.edu/engineering/momentum/>

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

Yes

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

The Spring Creek Project is an organization that incorporates multiple disciplines in a discussion about pivotal environmental issues. They have a blog that highlights events and topics relating to sustainability and their mission. This blog is used frequently for outreach of sustainability focused events.

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

<http://liberalarts.oregonstate.edu/centers-and-initiatives/spring-creek-project>

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

No

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

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

Outreach Campaign

Responsible Party

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

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):

Campus Conservation Nationals

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

OSU participated in the Campus Conservation Nationals in 2013 and 2014. The focus of this program and its associated outreach was students.

Prior to 2013, the Building Energy Challenge (BEC) was the primary program that reached faculty, staff and students. The BEC occurred in February 2012 and was sponsored by the OSU Sustainability Office. It involved competitions between campus academic, administrative, research and residential buildings to reduce energy use for one month. Buildings competed categorically (for fairer competition) to see which building can reduce electricity use the most, relative to a three-year-average baseline. All residence halls were also involved. In non-residential buildings all occupants were kept informed on at least a weekly, and in most cases daily, basis about progress toward reduction. Competition standings were updated weekly and awards were issued on this frequency as well.

While oversight was from the OSU Sustainability Office, students did much of the legwork such as outreach, marketing, building walkthroughs, meter reading, data compilation and analysis, follow ups, prize distribution and other tasks. Student leaders and more involved student participants got academic credit for their work and other students participated to meet civic engagement and volunteerism requirements included in some courses.

OSU's Campuses Take Charge program as well as participation in the Campus Conservation Nationals also help address this credit requirement.

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

Measurable outcomes included metered reductions in building electricity and water use.

For the BEC, number of students assigned credit for being student leaders; number of students participating as a course civic engagement requirement; number of faculty and staff engaged in BEC events.

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

<http://oregonstate.edu/sustainability/blog/2014/02/campus-conservation-nationals-2014/>

The name of the campaign (2nd campaign):

Campuses Take Charge

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

Our Mission

Take Charge programs inspire people to take charge of their energy use through no-cost and low-cost actions.

Take Charge Goals

Between 2011 and 2014 Take Charge programs are committed to engaging ten percent of Corvallis (about 5,500 people) in reducing their energy use. If everyone who registers for the program completes three energy-saving actions for one month, we estimate that we will mitigate the equivalent of 15,000 tons of carbon dioxide from being emitted into the atmosphere. Many of those energy-saving actions will persist into the future and continue to reduce the energy demand of our city.

How Take Charge Programs Work

To get started saving energy and money:

[STARS Reporting Tool](#) | [AASHE](#)

- Choose three energy-saving actions to try for one month from our list of actions by clicking here.
- At the end of the month, we'll send you a brief online survey and ask for your feedback about your energy-saving actions.
- After you provide online feedback, we'll send you an exclusive Take Charge Coupon Card from local Corvallis businesses, and you'll be entered into a drawing to win great prizes--prizes vary throughout the year.

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

CTC measures the following impacts and outcomes:

- number of people who take the first survey of actions to try for a month
- number of actions pledged
- number of people who take the follow up survey of actions
- number of actions people report completing in the month
- CO2 reduction from those actions

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

<http://energizecorvallis.org/takecharge/campuses/>

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

RecycleMania is a national and civil war recycling competition between universities that runs for eight weeks every winter term. Oregon State Campus Recycling coordinates a resident hall recycling competition along with other events during the duration of the event.

<http://fa.oregonstate.edu/recycling/events-and-opportunities/recyclemania-osu>

Employee Educators Program

Responsible Party

Brandon Trelstad

Sustainability Coordinator
Sustainability Office

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*.

Submission Note:

OSU periodically uses Northwest Earth Institute course materials and modules for employee training and education about sustainability, and encourages self-formed discussion groups based on NWEI's platform. There is not a specific, institutionalized method for this training at this time so it is considered informal.

"---" 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:

5,639

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

OSU Sustainability Advocates

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

5,639

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

Sustainability Advocates either volunteer and are approved by a supervisor or are appointed by their department head. Employees with a personal passion, not necessarily a professional responsibility, for sustainability are selected (although having both characteristics is ideal).

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

Once selected, Advocates sign a registration form committing them to be the conduit between the OSU Sustainability Office and their department. Advocates are briefed on the roles and responsibilities involved in being an Advocate and commit to attending at least one session per year where training is included. Training covers basics of sustainability organization and resources offered at OSU including:

- how to share awards, scholarship and other financial opportunities with OSU students
- what sustainability best practices are occurring in other OSU departments and at other schools
- what policies and programs affect sustainability in their department's work or purview
- what is going on in the community around sustainability, and how to get non-Advocates engaged in off campus activities
- certain sustainability competence or skill-building training.

Sustainability Advocates typically have a guest speaker at each of their quarterly meetings who goes in depth about some skill, information, or topic of interest and relevance to the group.

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

OSU provides all costs associated with Advocate meetings and activities. It funds training materials and covers space and lunch costs for Advocates at the quarterly meetings, and provides incentives for Advocates to participate in specific programs. It also funds staff time and facility costs for any meetings.

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

<http://fa.oregonstate.edu/sustainability/osu-sustainability-advocates>

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

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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:

The Sustainability Office, Campus Recycling and the Center for Civic Engagement participate in several new employee orientation activities including:

University Day - a campus-wide event kicking off the new academic year and targeting programs to employees

Training Days - a fall event offering training to all employees, but specifically targeting new employees.

The Beaver Community Fair is a fall event that targets all newcomers to the OSU campus but primarily emphasizes student engagement.

The Office of Human Resources maintains the New Employee Resources website that contains sustainability information specifically targeted toward new employees. The Sustainability Office maintains content and targeted outreach for new employees. This information is distributed to new employees along with information about benefits and other general information.

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

<http://fa.oregonstate.edu/sustainability/welcome-new-employees>

Staff Professional Development

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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 :

The Sustainability Office and Campus Recycling offer training to all OSU faculty and staff several times each year, and by request. The most significant training event is Training Days, a two-day-long set of workshop sessions that deal with a variety of university issues.

Past sustainability-related sessions have included 1) Greening Your Events: Practical tips and samples; 2) Sustainability for Campus Communicators.

Additional training opportunities are often made available during OSU's annual Earth Week celebration in April.

OSU staff periodically organize Northwest Earth Institute discussion courses centered on sustainability. The Sustainability Advocates also deliver information about training opportunities to contacts in the departments the Advocates represent.

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://fa.oregonstate.edu/training-days>

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

Brandon Trelstad
 Sustainability Coordinator
 Sustainability Office

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
<p>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> 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) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> 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:

Chinook Book is a money-saving resource to promote shopping locally in the OSU area. Chinook Book selects businesses based on their ability to do business in a connected way. The businesses must treat their employers and suppliers well, minimize their environmental impact, and support the community that supports them. Chinook Book uses a set of standards and criteria that include third party certification and surveys to select merchants that include aspects of sustainability in their business. Oregon State works with Chinook Book to provide transportation options, recycling and energy resources for the user as well.

<http://chinookbook.net/>

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):

Energize Corvallis is a collaboration between the City of Corvallis, Corvallis Environmental Center, Corvallis Sustainability Coalition, The Resource Innovation Group, and Oregon State University Extension Service of Benton County. The goal is to encourage energy efficiency, control energy costs and help Corvallis residents and business utilize renewable energies.

<http://energizecorvallis.org/>

OSU has played a key roll in various Energize Corvallis programs including Campuses Take Charge and Energizers by doing direct marketing and outreach, connecting OSU interns with work opportunities (for academic credit) and funding specific programs. OSU faculty and staff have also served in a variety of advisory roles for Energize Corvallis and provided resources like meeting rooms, access to advertising and student lists, etc. More info at

<http://energizecorvallis.org/about-us/partners/>

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:

OSU is one of the leading partners in the the Corvallis Sustainability Coalition which is a network of hundreds of organizations and individuals in Corvallis, Oregon. It was formed in 2007 to bring together businesses, non-profits, faith communities, educational institutions, and government entities in the Corvallis area to accelerate the creation of a sustainable community - one that values environmental quality, social equity, and economic vitality. Participation in the Corvallis Sustainability Coalition is open to local organizations and individuals who support its vision, mission, goals and guiding objectives.

<http://sustainablecorvallis.org/>

OSU's scope of involvement includes:

- Staffing various committees and action teams, including having the OSU Sustainability Coordinator (who is also one of the Coalition's founders) serve on the Coalition Steering Committee, Executive Committee and Energy Action Team
- Leadership of several action teams is coordinated by OSU staff and leverages university resources through these channels
- On-campus projects have been conducted, using the campus as a living laboratory for Coalition action team projects. Specifically, Energy Action Team, Water Action Team and Waste Reduction Action Team have catalyzed opportunities in this way.
- OSU Sustainability Office is the primary financial and logistical sponsor of the Coalition's annual sustainability Town Hall meetings.

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:

<http://fa.oregonstate.edu/sustainability/planning-policy-assessment/annual-reports>

Inter-Campus Collaboration

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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:

The OSU Sustainability Office helps plan the biennial Oregon Higher Education Sustainability Conference (OHESC), which brings together colleges and universities across Oregon to focus on topics of sustainability. The first conference in 2008, attended by nearly 300 participants, brought together students, faculty, staff, administrators, and members of the State Board of Higher Education to discuss green purchasing, energy management, co-curricular activities, and alternative transportation. OSU hosted in 2011, assisted in planning for 2013 and will again consult with the host institution for the 2016 conference.

Additionally, as the longest serving sustainability officer within Oregon higher education, the OSU Sustainability Coordinator has made numerous presentations at community colleges, K-12 schools, hospitals and other organizations in Oregon and beyond regarding sustainability program development and sustainability-related best practices.

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:

OSU is of course an AASHE member!

Although not an organization dealing strictly with higher education, OSU is a member of the Corvallis Sustainability Coalition, a network of organizations and individuals in Corvallis, Oregon. The Coalition formed in 2007 to bring together businesses, non-profits, faith communities, educational institutions, and government entities in the Corvallis area to accelerate the creation of a sustainable community - one that values environmental quality, social equity, and economic vitality.

OSU staff also participate in the Oregon Interagency Sustainability Coordinators Network.

OHESC planning committee, as mentioned above.

Oregon sustainability officers network.

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

The OSU Sustainability Coordinator hosts and facilitates quarterly conference calls amongst sustainability officers at other Oregon higher education institutions to exchange ideas and resources about how to make higher ed in Oregon more sustainable and increase our national impact and reputation.

Two-three times per year, Oregon higher education contacts meet face-to-face to discuss current issues, network, get to know each other better and to get inspired. Students are included annually in these in-person meetings.

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

Continuing Education

Responsible Party

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

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.

Submission Note:

Please see also

<https://pace.oregonstate.edu/2013-2014-course-offerings>

, including offerings for 2015.

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

Does the institution offer continuing education courses that address sustainability?:

Yes

Number of continuing education courses offered that address sustainability:

37

Total number of continuing education courses offered:

83

A copy of the list and brief descriptions of the continuing education courses that address sustainability:

A list and brief descriptions of the continuing education courses that address sustainability:

Linn Benton Master Recycler Class

A once weekly, eight-week non-credit course offered each winter by OSU Campus Recycling and Republic Services of Corvallis. The course covers landfill science, composting, waste reduction and reuse, in-depth recycling how-to's, hazardous waste, and OSU and community sustainability. After the final class, participants are asked to complete 30 hours of volunteer service to use and spread what they learned.

List:

Craft Brewery Startup Workshop

Growing Farms: Hybrid Course for Beginning Farmers

Growing Small Fruits and Berries

Hemp: From Field to Fabric

Integrated Pest Management Pays Financial Dividends

Introduction to WaterWise Gardening

Landscaping With Native Plants

Living Cemetery Field Workshop 1

Maintaining the Health of Native Forest Remnants

Managing Weed Control to Prevent Herbicide Resistance

Master Gardener Online

Master Gardener Online Short Course Series

Master Interpretive Guide Professional Certificate

Natural Resources Leadership Academy

Online Advanced Permaculture Design Practicum

Oregon Master Naturalist Online

Oregon's Natural History

Permaculture Design Certificate Online

Pesticide Formulation Options for Increased Safety and Effectiveness

Recipe to Market Online

Recipe to Market: Brand and Market Planning

Recipe to Market: Development and Production

Recycling 101

Recycling 101: Build a Sustainable World: Personal Steps to Empower Your Community

Recycling 101: How Recycling Works

Recycling 101: Managing Food Scraps and Yard Debris

Recycling 101: Managing Hazardous Waste

Recycling 101: Overview

Recycling 101: Sustainable Materials Management

Recycling 101: Thoughtful Consumption

Recycling 101: Waste Reduction at Work and Play

Search Engine Optimization and Search Engine Marketing

Soil Science for Wastewater Installers

Wastewater Installer Online

WaterWise Gardening: Choosing the Right Plants

Descriptions are available at

<https://pace.oregonstate.edu/catalog>

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program:

OSU E-Campus (our online presence) offers the certificate in Sustainable Natural Resources.

This 18-credit online certificate is designed for all students, especially company, industry or agency employees who desire training in solving complex sustainability problems.

Students complete an integrated course of study in a dynamic learning community, under the mentorship of professionals, to design workable solutions for complex natural resource issues of local, state, regional, national and international importance.

Oregon State University is proud to be part of the Natural Resources Distance Learning Consortium (NRDLC), which promotes online learning from several accredited universities in natural resources-related fields.

Year the certificate program was created:

2,008

The website URL where information about sustainability in continuing education courses is available :

<http://ecampus.oregonstate.edu/online-degrees/graduate/sustainable-natural-resources/>

Community Service

Responsible Party

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

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:

8,912

Total number of students :

21,963

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:

75,642.50

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

No

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)?:

Yes

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

There are several OSU employee community service initiatives that include both direct and indirect service. These include an Annual Employee & Family Service Day that engages volunteers in direct service addressing food insecurity at a local community garden and food share. Additionally, faculty and staff are invited and participate in varying degrees in all of the Center for Civic Engagement annual days of service (Make A Difference Day, Martin Luther King, Jr. Day of Service, Earth Day of Service, and Day of Caring with United Way).

A large number of employees put on fundraising events and donate food and money to the annual food drive that takes place annually during the month of February:

<http://oregonstate.edu/ua/events/food-drive>

. The 2013 food drive contributed over 513,096 pounds of food to the Linn Benton Food Share.

Each year thousands of OSU employees participate in the Oregon State Employee's Charitable Fund:

<http://www.oregon.gov/GCFS/pages/index.aspx>

. Several departments including the Dean of Student Life alignment and Business Affairs have instituted a policy that all employees are allowed to use 8 hours of paid time per year to support community service projects.

Additionally, more than two million Oregonians participated in Extension programs or contacted Extension for information, and more than 110,000 school-aged children engaged in 4-H activities statewide. Program areas receiving emphasis included healthy living, civic engagement and science. Over 14,000 volunteers contributed service to the state. This collaboration with volunteers resulted in a significant public good, a contribution of over 1 million hours of service, the equivalent of about 567 FTE.

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

<http://sli.oregonstate.edu/cce>

Community Stakeholder Engagement

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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 an effort to enhance the livability of the Corvallis community and minimize the impacts of growth associated with Oregon State University, the City of Corvallis and Oregon State launched and are implementing elements of Collaboration Corvallis, which utilizes an extensive public planning and citizen involvement process.

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

Starting in 2012, the Collaboration utilized three citizen work groups to evaluate current matters and concerns associated with traffic and parking; planning and housing; and livability in neighborhoods close to campus.

A joint steering committee made up of City and OSU representatives oversees the overall Collaboration project, as well as the three work groups.

The work groups engaged with community and campus stakeholders – as well as planning, housing and traffic experts – to evaluate and recommend potential solutions and new strategies to the Corvallis City Council and the leadership of Oregon State University.

Priority topics to be addressed include:

neighborhood parking

code enforcement, including noise and trash

infill design

rental housing codes

traffic mitigation

housing density in OSU neighborhoods

List of identified community stakeholders:

Neighborhood residents

Neighborhood associations

Students living off campus

Downtown businesses

Monroe Ave. business cluster

City council

Planning Commission

City of Corvallis staff

Law enforcement

Property management agencies

Community college representatives

Affordable housing representatives

Faculty and staff

Commuters

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

Since Collaboration Corvallis was formed in 2012, hundreds of community meetings have taken place and plans have been enacted that will reduce noise, trash and behavior issues in neighborhoods; reduce traffic congestion around and on campus; increase parking availability in surrounding neighborhoods; and change city land development code to improve new development compatibility with existing development.

More at

<http://blogs.oregonstate.edu/collaboration/documents/>

The website URL where information about the institution's community stakeholder engagement framework and

activities is available:

<http://blogs.oregonstate.edu/collaboration/>

Participation in Public Policy

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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:

OSU participates in policy issues with one full time professional faculty member dedicated to state policy issues and one full time professional faculty member dedicated to federal policy issues.

As a research intensive institution, and with strengths in forestry, agriculture, natural resources and engineering, OSU faculty and staff serve as experts in their fields and are frequently called upon by elected officials to provide guidance during policy discussions. OSU has had several scientists serve on the Intergovernmental Panel on Climate Change. More locally, a large part of the Oregon spotted owl debate was informed by expertise from OSU via a task force that worked with Vice President Gore and President Clinton in the early 1990s.

OSU, with its land, sea, space and sun grant status and strong background in natural resources and energy issues and has advocated for funding for research in solar, wave and wind energy, bio-based materials, alternative transportation and many other areas.

Because of its role as a land grant university, OSU advocates for policies that improve the lives of the people of Oregon. Publicly funded programs advocated for include OSU Extension, Forest Research Laboratories, Agricultural Experiment Stations, Master Recyclers, Master Gardner, Climate Masters, 4H programs, and others. These programs have elements that focus on sustainability throughout the state.

Most significant with respect to OSU's land grant designation is the policy advice provided through OSU Extension, Sea Grant Extension and other outreach and engagement units. Local decision making bodies like watershed councils, city councils, county commissions and numerous other entities receive frequent policy advice and direction from Extension and its affiliates.

OSU is an integral part of the Corvallis community and is one of the largest driving forces for sustainability locally. OSU is the largest partner in the Corvallis Sustainability Coalition, an organization that advocates for a more sustainable community. Amongst the work of the Coalition is a Community Sustainability Action Plan that was submitted to and approved by the Corvallis City Council. OSU students in the past few years have also advocated for a Styrofoam ban and plastic bag ban within the city and improved funding of city transit for all of Corvallis.

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:

<http://oregonstate.edu/government>

Trademark Licensing

Responsible Party

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

Criteria

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

Submission Note:

OSU uses the labor code Collegiate Licensing Company has established. Oregon University System policy prohibits adopting limits on eligibility to enter business agreements unless based on ability to perform, evidence of illegal activities or other criteria provided by statute or Board rule.

OSU attempts to ensure that the companies making products that bear the university's name are not participating in situations that put workers' rights and safety in jeopardy. OSU follows industry guides but can't participate as a member in WRC or FLA.

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

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

No

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

No

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

No

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

<http://oregonstate.edu/trademarks/>

Hospital Network

Criteria

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

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Sonja Mae

Sustainability Program Specialist
Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

Submission Note:

Difference in emissions between Performance Year and Baseline Year are attributed to many factors including: availability of data, refinement in data tracking and acquisition and rapid increases in campus population and square footage.

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

Yes

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

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

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

Yes

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

Campus Carbon Calculator v7.0

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
--	------------------	---------------

Scope 1 GHG emissions from stationary combustion	53,700.60 <i>Metric Tons of CO2 Equivalent</i>	35,988.80 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	3,839.40 <i>Metric Tons of CO2 Equivalent</i>	3,430.20 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	50,623.60 <i>Metric Tons of CO2 Equivalent</i>	78,919 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	956.70 <i>Metric Tons of CO2 Equivalent</i>	5 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

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

A brief description of the composting and carbon storage program:

On-site composting includes local processing of pre- and post-consumer food waste from campus as well as landscape debris and some animal bedding. Not all on-site composting is accounted for in our emissions calculations yet. This will change as data tracking and acquisition improve.

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	4,784	3,253
Number of residential employees	17	16
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	24,451.20	18,055
Full-time equivalent of employees	5,500	4,208.20
Full-time equivalent of distance education students	2,709	556

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, 2007	June 30, 2008

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

The FY08 baseline year has not been officially adopted by OSU. FY08 data were used for this STARS credit because it is the first fiscal year for which we have complete data at the level of granularity requested in the fields above.

Gross floor area of building space, performance year:

8,957,406 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area

Laboratory space	<i>2,617,804 Square Feet</i>
Healthcare space	<i>0 Square Feet</i>
Other energy intensive space	<i>0 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>18,239.80 Metric Tons of CO2 Equivalent</i>
Commuting	<i>7,080.90 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	<i>0 Metric Tons of CO2 Equivalent</i>
Capital goods	<i>0 Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	<i>3,355.70 Metric Tons of CO2 Equivalent</i>
Waste generated in operations	<i>0 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	<i>0 Metric Tons of CO2 Equivalent</i>

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

Solid waste is collected from campus and sent to the local landfill. CACP methodology shows Solid Waste as a negative number, which is -68.7 MTCO2e. Zero emissions are reported in the field above.

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://fa.oregonstate.edu/sustainability/planning-policy-assessment/institutional-carbon-neutrality/emissions-measurement-and>

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

Primary GHG reducing activities during the last year include:

- Completion of 2.9 megawatts of ground mounted solar installations, and continued installation of smaller rooftop systems
- Building renovations of some of OSU's earlier automated building stock
- Dramatically increased efforts to reward travel modes other than the single occupancy vehicle

More information available at:

<http://blogs.oregonstate.edu/ecologue/?cat=356>

Outdoor Air Quality

Responsible Party

Brandon Trelstad

Sustainability Coordinator
Sustainability Office

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:

In 2012, the State of Oregon added an Idling Reduction Policy section in its Statewide Fleet Management policy. The Idling Reduction Policy contains the following Guidelines for employees:

- a. Limit idle time of powered vehicles to no more than five minutes during initial warm-up and at times when the vehicle is being restarted after a prolonged period of shut down.
- b. Do not unnecessarily idle powered vehicles more than five minutes when vehicle is stopped for a foreseeable period of time.
- c. Restrict idle time to less than five minutes for vehicles making frequent and multiple stops.
- d. Remove ice or frost from windows with a scraper. If not feasible to use ice scrapers or de-icing chemicals, idling for the purpose of de-icing is allowed.

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

Yes

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

Data is tracked monthly in a spreadsheet and reported to the EPA on an annual basis.

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

	Weight of Emissions
Nitrogen oxides (NOx)	<i>26.45 Tons</i>
Sulfur oxides (SOx)	<i>0.81 Tons</i>
Carbon monoxide (CO)	<i>28.01 Tons</i>
Particulate matter (PM)	<i>2.22 Tons</i>
Ozone (O3)	<i>0 Tons</i>
Lead (Pb)	<i>0 Tons</i>
Hazardous air pollutants (HAPs)	<i>0 Tons</i>
Ozone-depleting compounds (ODCs)	<i>0 Tons</i>
Other standard categories of air emissions identified in permits and/or regulations	<i>1.38 Tons</i>

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

N/A

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

<http://www.oregon.gov/DAS/OP/docs/Fleet%20Management.pdf>

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

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

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

Brandon Trelstad

Sustainability Coordinator
Sustainability Office

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.

Submission Note:

There were no new capital construction projects completed between July 1, 2013 and June 30, 2014. Several major construction projects were underway at the time, but none completed during that period.

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

Institution does not have any "Eligible Building Space (Design and Construction)," as defined in this credit.

Indoor Air Quality

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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:

8,957,407 Square Feet

Gross floor area of building space:

8,957,407 Square Feet

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

For new construction or remodels, OSU specifies and installs direct digital controls (DDC) with temperature and carbon dioxide monitoring. For all lab buildings, OSU Environmental Health and Safety has a strict protocols and regularly scheduled monitoring/auditing of fume hood performance and lab space ventilation.

OSU Environmental Health and Safety also has an on-call response hotline and dedicated staff member available to respond to campus community concerns about indoor air quality. Additionally, Facilities Services has a hotline and email address for IAQ issues including temperature, odor, and other concerns.

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

<http://oregonstate.edu/ehs/report-safety-concerns>

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Tara Sanders

Registered Dietitian

University Housing and Dining Services

Criteria

Part 1

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

- Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

"---" 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:

18

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

[2014.15 Local Purchases for AASHE_1.xlsx](#)

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

OSU purchases food from the on-campus Oak Creek Farm, from local orchards and farms, beef from local ranches including Northwest Natural Beef, pork from local farmers, and lamb from local sources. We purchase locally produced bread from locally sourced grains, we buy local eggs, cheese and fluid milk from local sources. We buy canned beans and frozen vegetables from local processors.

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)?:

Yes

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:

25

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:

The 25% value is an estimate from the MU Retail Food Services manager. We strive to buy local and sustainable products where possible, keeping in mind our customers and bottom line.

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

Information provided is estimated only. There isn't a way to distinguish how much came from local sources and how much came from other locations. It isn't distinguished on our invoices either. One week we buy lettuce and tomatoes that are locally grown and the next week they aren't available and so we buy tomatoes from California and lettuce from Arizona. When we are invoiced directly from the grower, these are easier to track. But that does not account for the majority of our food spend.

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

We currently do not have a tracking system and the figures provided are based on a conservative estimate.

Total annual food and beverage expenditures:

7,176,000 US/Canadian \$

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

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

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No
Certification under the Green Seal Standard for Restaurants and Food Services (GS-46)	---
Marine Stewardship Council (MSC) certification	No
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:

<http://oregonstate.edu/uhs/sustainability-efforts>

Low Impact Dining

Responsible Party

Tara Sanders

Registered Dietitian

University Housing and Dining Services

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

Submission Note:

Approx. 8% of meat purchases are from sustainable sources:

All ground beef is grass fed, Oregon product

Chicken breasts are antibiotic & hormone free, vegetarian fed

We are in the process of adopting the Monterey Bay Seafood Watch standards to guide seafood purchases.

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

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

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

We have a very rough tracking mechanism currently in place and this is a conservative estimate.

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”):

Vegan Options

We recognize that many of our students and other guests choose to eat foods that are vegan or vegetarian for a variety of health, ethical, faith-based, and other reasons. As such we have developed a list of vegan and vegetarian items that can be found in each of our dining locations.

<http://oregonstate.edu/uhrs/vegetarian-vegan>

Gluten-free Options

Additional assistance may be needed in seeking Gluten-free options out. As such, we have developed a list of gluten-free entrée options that can be found in each of our dining locations.

<http://oregonstate.edu/uhrs/gluten-free>

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

In addition to providing vegan and vegetarian options and alternatives, we are also making an effort to create entrées that use less meat such as grain and produce-based bowls that may have meat as an ingredient but it is not featured as the center of the plate.

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

<http://oregonstate.edu/uhs/eat>

Annual dining services expenditures on food:

5,771,000 *US/Canadian \$*

Annual dining services expenditures on conventionally produced animal products:

1,444,242 *US/Canadian \$*

Annual dining services expenditures on sustainably produced animal products:

119,575 *US/Canadian \$*

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Sonja Mae
Sustainability Program Specialist
Sustainability

Criteria

Part 1

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

Part 2

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

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

"---" 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	1,098,434.27 <i>MMBtu</i>	866,782 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	203,906.57 <i>MMBtu</i>	293,507.25 <i>MMBtu</i>
District steam/hot water	629,950 <i>MMBtu</i>	573,287.70 <i>MMBtu</i>

Gross floor area of building space::

	Performance Year	Baseline Year
--	------------------	---------------

Gross floor area	8,957,406.95 <i>Gross Square Feet</i>	6,839,309 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	2,617,804 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	4,791
Cooling degree days	356

Source-site ratios::

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

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

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

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

2005 is the most recent year in which we have comprehensive energy data.

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

Most of our buildings have temperatures regulated by centralized building automation systems (BAS). The BASs adjust temperature depending on hours of occupancy for the specific building, and based on actual occupancy using interior sensors.

Buildings not on BAS systems also typically have some sort of timing for HVAV control.

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

LED lamps are currently being used in dozens of locations on campus, usually replacing incandescent lamps. Elevators, accent lighting and some hallway and common space lighting are the most common applications.

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

Throughout campus, infrared (IR), ultrasonic (US), dual-technology (both IR and US) and photosensors are utilized to control lighting. Geosynchronous clocks are also used in many locations for outdoor lighting. Main application is common spaces such as kitchens, lounges, classrooms and lobbies, though a few buildings have sensors in office spaces as well. Newer buildings typically have building automation system-integrated lighting controls, but older buildings typically have stand-alone units.

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

None.

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

A ground source heat pump is used for heating and cooling the new Oldfield Animal Teaching Facility, completed in 2012. It will also cool a new university data center to come online in 2015 or 2016.

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

At the LEED Platinum Energy Center, electricity is generated in a gas turbine (fueled by natural gas), which then creates high quality waste heat. This waste heat is used to make steam for campus. The Energy Center provides about 40% of the electricity for campus.

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

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

All building utility data is collected and evaluated centrally. Approximately 0.4 FTE is dedicated towards managing utility data, data analysis and energy management.

Additionally, many of our buildings are connected to building automation systems (BAS) that centrally manage building energy consumption.

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

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

Trees are used in some landscape applications to provide shade to west and south sides of buildings.

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

All machines are required to have miser control technology since the last renewal of the contract.

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

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

<http://fa.oregonstate.edu/sustainability>

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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	6,373.22 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	399.07 <i>MMBtu</i>
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 <i>MMBtu</i>
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	17 <i>MMBtu</i>

Total energy consumption, performance year:

1,001,179.98 *MMBtu*

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

OSU Solar Trailer is a 1800 watt solar array with nine Sanyo 200 watt solar modules. Hatfield Marine Science Center has a pole mounted 1.1 kilowatt array. Kelley Engineering Center has a roof mounted 2.4 kilowatt array. Dixon Recreation Center has a kinetic energy system which utilizes 22 pieces of gym equipment and has a total generating capacity of around 2000 watts.

Since 2013, five large grid-tied, ground-mounted solar electric (photovoltaic) arrays have been installed on agricultural lands operated by Oregon State University as part of "Solar by Degrees," a large-scale photovoltaic power program coordinated by the Oregon University System. OSU was the first to install and have operational solar arrays. See the OSU press release:

<http://oregonstate.edu/ua/ncs/archives/2012/dec/osu-planting-seeds-%E2%80%9Csolar-farm%E2%80%9D>

[-campus-part-ous-program](#)

The five arrays cover more than twelve acres combined. Three are in Corvallis two are at OSU properties elsewhere in the state. The 35th Street site is the largest, at around six acres and 1,435 kilowatts. It can be found west of the Corvallis campus on the Campus Way bike path. The 53rd Street site is 289 kilowatts and is located adjacent to the bike path just east of the Benton County Fairgrounds. The Salmon Disease Lab site, with a capacity of 482 kilowatts, is located adjacent to Trysting Tree golf course just east of the Willamette River, off the main campus.

The two locations outside Corvallis are in Aurora, Oregon and Hermiston, Oregon. In Aurora is the North Willamette Research and Extension Center (NWREC) farm across from Charbonneau Village on Miley Road. The Hermiston Agricultural Research & Extension Center houses OSU's only Eastern Oregon solar location to date. All five sites were developed in partnership with the College of Agricultural Sciences, to which the property is assigned.

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

An evacuated tube solar hot water system on the Kelley Engineering Center preheats domestic water, supplying approximately 50% of the building's domestic water heating needs. The International Living and Learning Center also has a flat plate collector solar hot water system which is estimated to be able to provide 6,625 gallons of domestic hot water per day, which averages over 50% of the annual hot water use for this building.

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

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

Green-e certified RECs were either made on OSU's behalf or donated by Pacific Power to offset events such as the annual Sustainability Town Hall.

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

<http://fa.oregonstate.edu/sustainability/operations/energy/renewable-energy>

STARS Reporting Tool | AASHE

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

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

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: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • 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
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

Submission Note:

Problems with STARS terminology: building footprint and undeveloped.

The terminology for this credit is unclear and results in a questionable score. There is not guidance on whether or not sidewalks, parking lots and other impervious areas should be counted toward "Footprint of the institution's buildings." Terms should be pervious vs. impervious and other conventional land use planning standards. "Undeveloped land" also lacks a clear definition. Undeveloped, as OSU has used it above, equals no impervious acres+no protected acres. Where are impervious non building acres to be counted? How are farmlands with minimal management counted?

Additional notes on IPM:

OSU's Facilities Manager, Joe Majeski, has stated, "IPM practices are used on all the grounds in accordance with state and federal laws." Below is the Oregon Department of Agriculture's IPM plan. Departments at OSU must develop IPM programs that are consistent with state laws. Oregon State's IMP guidelines are offered below to illustrate how the State's plan aligns with the EPA's four-tiered IPM plan.

Definitions for ORS 634.650 to 634.665. As used in ORS 634.650 to 634.665:

(1) "Integrated pest management" means a coordinated decision-making and action process that uses the most appropriate pest control methods and strategy in an environmentally and economically sound manner to meet agency pest management objectives. The elements of integrated pest management include:

- (a) Preventing pest problems;
- (b) Monitoring for the presence of pests and pest damage;
- (c) Establishing the density of the pest population, which may be set at zero, that can be tolerated or correlated with a damage level sufficient to warrant treatment of the problem based on health, public safety, economic or aesthetic thresholds;
- (d) Treating pest problems to reduce populations below those levels established by damage thresholds using strategies that may include biological, cultural, mechanical and chemical control methods and that shall consider human health, ecological impact, feasibility and cost effectiveness; and
- (e) Evaluating the effects and efficacy of pest treatments.

(2) "Pest" means any vertebrate or invertebrate animal, pathogen, parasitic plant, weed or similar or allied organism which can cause disease or damage to crops, trees, shrubs, grasses or other plants, humans, animals or property.

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

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

	Area
Total campus area	1,635 Acres
Footprint of the institution's buildings	181 Acres
Area of undeveloped land, excluding any protected areas	779 Acres

Area of managed grounds that is::

	Area

Managed in accordance with an Integrated Pest Management (IPM) Plan	<i>49 Acres</i>
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	<i>0 Acres</i>
Managed organically, third party certified and/or protected	<i>626 Acres</i>

A copy of the IPM plan:

The IPM plan :

The objective of OSU's IPM plan is to maintain pest populations below action threshold levels while ensuring minimal human exposure to health risks, inflicting minimal hazards on the environment, providing effective monitoring through inspections and standardized record keeping, and evaluating the effect of IPM practices. OSU's IPM plan aligns with EPA's plan in relationship to setting action thresholds, monitoring and identifying pests, and in prevention and control strategies. Environmental Health and Safety is responsible for ensuring that landscape services and all departments on campus follow proper IPM guidelines.

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

While we do not have a formal sustainable landscape plan, the other details on this page specify OSU effort to minimize impacts from landscaping activities.

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

OSU acknowledges the importance of using native plant species in landscaping practices. According to OSU Facilities Services Manager Joe Majeski, "Native plants are being incorporated into many of the new landscape areas. Also drought tolerant plants are used as well in many areas. We utilize a computerized irrigation system that measures: temperature, wind, humidity and rainfall and then meters just the amount of water required for optimal plant growth."

Additionally, People's Park at OSU showcases native and drought tolerant plants to demonstrate more sustainable landscaping practices. Fore more information:

<http://oregonstate.edu/sustainability/peoples-park>

A newer approach within the landscape crew is to convert smaller turf areas to sustainable shrub planting. These small lawn areas are particularly resource intensive and don't provide the same benefits that larger lawn areas do.

For invasive species control, volunteer crews are used periodically to remove the two major invasive plants in this area: Himalayan blackberry and English ivy. Many of these volunteer events are student focused and include a service learning component.

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

The use of compost or mulch waste is a priority set by landscapers at OSU. On-campus handling and chipping of woody debris and compostable material ensures these materials are returned to the soil. Grass clippings are left on the lawns to return nutrients. All leaves are composted on-site, and mulch and wood chips are applied to OSU grounds to reduce watering and weeding needs.

All wood waste from landscaping is chipped on site and used on site. All green waste waste, except invasives, are processed on site. Invasives are composted off site at a commercial facility.

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

Landscape crew has changed their practice to leave leaves in place. Leaves are moved into landscaped areas rather than being hauled away to compost at another part of campus. In place composting under large plants and trees reduces transportation fuel, labor hours and provides year-round mulch for water and nutrient retention, and soil amendment.

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

This is not currently included in OSU's efforts, with exception of some small permeable concrete areas for park benches.

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

Several bioswales are in place on campus, and a major road reconstruction project in FY14 will include a very large swale. The new Oldfield Animal Teaching Facility includes a vegetated swale with a small bridge over it near the entrance to a building, making these efforts as visible as possible.

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

OSU is located in a temperate climate that receives little snow but some ice on roadways. When needed, only products labeled as safe for the environment are used in ice removal. Steam distribution systems under many of the sidewalks on campus further help to melt ice. When needed, a gravel/sand mix, rather than chemical treatments or salt, is used on roadways.

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

Protected areas at OSU include the following types of areas, counted in the acreage above:

- LEED reserve
- Riparian protected areas
- Highly Protected Significant Vegetation
- Conservation Reserve Enhancement

OSU's total protected land is 626 acres, of a Corvallis total of 1635 acres, which includes farmlands.

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://fa.oregonstate.edu/sustainability/operations/natural-features>

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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.

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

Does the institution 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?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

The City of Corvallis maintains Natural Features Inventories throughout the Corvallis Urban Growth Boundary (UGB) for streams, wetlands, riparian areas, wildlife habitats, significant vegetation, and tree groves. These inventories are used in identifying specific Natural Hazards and Natural Resources in the Corvallis Urban Growth Boundary that are protected according to the Natural Features and Natural Hazards provisions of the Corvallis Land Development Code.

<http://www.corvallisoregon.gov/index.aspx?page=1049>

Examples of all three Corvallis area natural resource designations - wetlands, riparian corridors and significant vegetation can be found protected on the OSU campus. Oak Creek, in particular, represents an expansive highly protected riparian corridor that OSU has worked to restore and protect.

More information on protected riparian areas can be found at:

<http://www.corvallisoregon.gov/index.aspx?page=332>

Significant vegetation on OSU's campus is also protected and deemed highly significant. OSU protects these areas from development and development-related impacts. More information on highly protected significant vegetation can be found here:

<http://www.corvallisoregon.gov/index.aspx?page=328>

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with habitats on institution-owned or –managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:

Yes

The methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

Both OSU and the City of Corvallis, both independently and together, have identified wetlands and wildlife areas on the OSU Corvallis campus. More information about the identification process can be found here:

<http://www.corvallisoregon.gov/index.aspx?page=332>

A brief description of identified species, habitats and/or environmentally sensitive areas:

Maps of these areas can be found at

<http://www.corvallisoregon.gov/index.aspx?page=328>

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

OSU takes multiple steps to protect wildlife habitat and sensitive areas on institutionally-owned land. OSU and the City of Corvallis have identified over 626 acres of land that OSU now has deemed protected from development. These areas currently fall into three categories: highly protected riparian areas/corridors, highly protected significant vegetation, and Conservation Reserve Enhancement Program-protected (CREP) land.

Under the CREP, OSU's Dept. of Animal and Rangeland Sciences has restored and protected areas of Oak Creek that wind through livestock facilities. Supported by funding from the U.S. Department of Agriculture and the Oregon Watershed Enhancement Board, the project created wildlife habitat and riparian buffers along more than five miles of streams that include Oak Creek and its tributaries.

OSU has done other work to restore runs of Oak Creek, an urban stream and riparian area that runs through the heart of the main campus and many of OSU's agricultural areas. This work includes annual (or more frequent) stream cleanup events, removal of historical debris including dams and concrete, planting native plants, improved shading of the creek, fencing off the creek from animal areas to prevent direct access and work on stormwater outfalls to prevent erosion and slow and clean water using bioswales and other methods.

Periodically, Oak Creek and its surrounding riparian area is used for academic course work, service learning requirements and research.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

<http://fa.oregonstate.edu/sustainability/operations/natural-features>

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

Donna Cain
Purchasing Analyst 3
PCMM

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 :

The website where the EPEAT policy, directive, or guidelines are posted:

<http://pacs.oregonstate.edu/buyorange>

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

The computers offered under our Buy Orange program are from contracts with major companies, H/P, Dell and Apple, who have long standing programs for environmental responsibility. All of the computers under targeted under this program are at a minimum silver level and a majority are gold.

The figures below represent 12 months of purchases from our largest computer vendor in the Buy Orange program.

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	173,416 US/Canadian \$
EPEAT Gold	5,369,014 US/Canadian \$

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

5,542,430 US/Canadian \$

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

<http://pacs.oregonstate.edu/buyorange/>

Cleaning Products Purchasing

Responsible Party

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

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:

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

OSU employs GCA Cleaning Services for the university's major cleaning needs, and selected GCA in part based on its sustainability-related practices. This selection was made via a competitive RFP process.

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

GCA has a strong commitment to purchasing Green Seal or Ecologo cleaning products. Through GCA's management information system, GCAware, Operations Managers order cleaning supplies not only based on low cost and customer satisfaction, but also on Green certification. Purchasing products with green certification is highly important to GCA, as described by the company's manager, Phil Rogers:

"GCA remains at the forefront of green cleaning development, by tailoring sustainable, environmentally-friendly and cost-effective programs to meet the specific demands of each of its clients. GCA's proprietary Custom Green program is the model of the industry and offers a holistic approach to develop the most effective cleaning methods that protect occupant health and safety, while reducing harmful impacts on the environment."

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:

201,175 US/Canadian \$

Total expenditures on cleaning and janitorial products:

409,650 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?:

Yes

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

GCA's CustomGreen cleaning program, which is also supported by a CustomGreen cleaning policy, offers the following:

- Custodial effectiveness assessments
- Continuous improvement training for all associates
- Standardized sustainable cleaning processes and procedures
- Implementation strategies crafted with experience-based best practices
- Experienced, invested, interested, and accountable management

- Certified sustainable chemicals, products, tools, and equipment at competitive prices
- Comprehensive communications protocol with client, building occupants and facilities maintenance staff
- Inside Air Quality monitoring
- Recycling programs, duct cleaning, filter changing, etc.
- Appropriate documentation, tracking, and auditing
- Procedural posters, educational materials, and visual aids
- Eligible for LEED-for Existing Buildings Operations and Maintenance certification points: Meets green cleaning pre-requisite
- GREENGUARD-compliant program with Green Seal compliant products

GCA's CustomGreen program offers "triple bottom-line" benefits, including environmental, economic, and social benefits, such as:

- Healthier workplace
- Improved air quality
- Improved employee retention and productivity
- Improved occupant satisfaction
- Improved facility value
- Happier, healthier employees
- Reduced environmental impacts
- Reduced liability, legal costs, and insurance risks
- Reduced operating costs
- Reduced consumption of natural resources
- Waste diversion of products and materials

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:

<http://fa.oregonstate.edu/sustainability/operations/purchasing>

Office Paper Purchasing

Responsible Party

Donna Cain
Purchasing Analyst 3
PCMM

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.

Submission Note:

The following description was provided by Ari Grossman-Naples Associate Director Printing and Mailing Services at OSU

"---" 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:

The website where the policy, directive, or guidelines are posted:

<http://printmail.oregonstate.edu/resources>

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

In celebration of Earth Week, Printing and Mailing Services officially became Forest Stewardship Council™ (FSC®) Certified. Oregon State University makes a positive difference by being smarter, greener, healthier, safer, kinder, sustainable and more. Printing and Mailing Services takes these very seriously and is committed to doing its share to accomplish these points as well as help to preserve the world's resources.

Established in 1993 as a response to concerns over global deforestation, FSC is an independent, non-governmental, not-for-profit organization established to promote the responsible management of the world's forests. FSC certification provides a credible link between responsible production and consumption of forest products, enabling consumers and businesses to make purchasing decisions that benefit people and the environment as well as providing ongoing business value.

As a sustainability practice we do not stock any virgin papers and only purchase them as a special order item. We partner with FSC certified offset printers and the majority of the jobs we project manage are printed with the logo indicating it was produced in an FSC print shop and at the very least on recycled stock. Several times over the past five years we have offered 100% recycled stock for the same price as 30% recycled stock in a partnership with Business Services helping with the difference in price.

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

Yes

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	241,345 <i>US/Canadian \$</i>
30-49 percent	195,130 <i>US/Canadian \$</i>
50-69 percent	0 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	0 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	66,755 <i>US/Canadian \$</i>

Total expenditures on office paper :

513,500 *US/Canadian \$*

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

<http://oregonstate.edu/sustainability/planpolicy>

Inclusive and Local Purchasing

Responsible Party

Christine Atwood

Mgr - Admin & Diversity

PCMM

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:

Policy

<http://fa.oregonstate.edu/files/pacs/resources/equity-contracting-and-purchasing-policy.pdf>

Outreach

We actively participate in all regional outreach events with MWESB vendors in an effort to give them training and contacts to increase their awareness of business opportunities with the University.

We host a Merchant Expo annually and make extra effort to contact MWESB and QRF vendors as part of our outreach. We also give these vendors a reduced rate for their booth fees.

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

Yes

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

15.17

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

<http://fa.oregonstate.edu/pacs-manual/300-purchasing/316-mwesb-qualified-rehabilitation-facilities-and-oregon-commission-blind>

Life Cycle Cost Analysis

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

Guidelines for Business Partners

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

Submission Note:

In addition to the information below, OSU's Procurement and Contract Services Policy & Procedures Manual has a section dedicated to Sustainability:

<http://fa.oregonstate.edu/pacs-manual/300-purchasing/307-sustainability>

"---" 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?:

Some

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):

Regarding adherence to environmental standards, OSU requires the following statement be contained in the Invitation to Bid:

"Contractors will use recycled products, as defined in ORS 279A.010(1)(ii), to the maximum extent economically feasible in the performance of the Contract."

Regarding employee wages, benefits, working conditions and rights, OSU has smoke free and no firearms policies that are universal limitations in the workplace. Also, OSU's non-discrimination policies include protected status classifications that exceed local and state thresholds to include age, color, disability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or veteran status.

<http://oregonstate.edu/oei/discrimination-and-harassment-policies>

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:

For certain procurements, OSU has included reviews of sustainable practices as part of the scoring in our RFP process on applicable solicitations and we have contracted vendors who emphasize sustainable practices i.e. Coastwide laboratories, Interface Flooring and Dell.

More information about employee wages, benefits, working conditions and rights can be found at

<http://oregonstate.edu/oei/discrimination-and-harassment-policies>

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

<http://pacs.oregonstate.edu/vendors>

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

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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.

Submission Note:

The precise number of vehicles fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year is unknown. This is primarily due to the variability of fuel blends.

Also, fleet changes are frequent. Figures are therefore estimates and/or averages.

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

Total number of vehicles in the institution's fleet :

638

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

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	12
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	2
100 percent electric	34
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	5
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	10

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

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

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:

77.80

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)	22.20
Walk, bicycle, or use other non-motorized means	70.15
Vanpool or carpool	3.45
Take a campus shuttle or public transportation	3.75
Use a motorcycle, scooter or moped	0.15

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

Estimates are based on an online travel survey from February 2012 via Survey Gizmo

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

[STARS Reporting Tool | AASHE](#)

Employee Commute Modal Split

Responsible Party

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

Even though OSU has a telecommuting policy and many employees telecommute at least part of the time, OSU currently does not have good data tracking for these instances.

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

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

34.25

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)	65.75
Walk, bicycle, or use other non-motorized means	24.15
Vanpool or carpool	7.50
Take a campus shuttle or public transportation	2.35

Use a motorcycle, scooter or moped	0.05
Telecommute for 50 percent or more of their regular work hours	0

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

Estimates are based on an online survey from February 2012 via Survey Gizmo

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

<http://fa.oregonstate.edu/transportation>

Support for Sustainable Transportation

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

OSU has 28 bike lockers, over 25 buildings with showers, and several buildings with indoor bike storage.

The League of American Bicyclists has recognized OSU as a Silver level Bicycle Friendly University.

OSU is also recognized by the National Center for Urban Transportation Research as one of their Best Workplaces for Commuters. This designation recognizes employers for outstanding efforts to provide alternatives to the single occupancy vehicle.

<http://www.bestworkplaces.org/>

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:

Bike parking is located near every major OSU building, and the vast majority of support buildings outside the core of campus. Long term storage is available inside residence halls, and bikes can be parked outside residence halls as well.

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:

OSU meets and exceeds Corvallis and Oregon codes for bike networks and connectivity. Corvallis is recognized at the Gold level by the League of American Bicyclists and OSU has contributed to this rating.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

Several departments operate independent bike sharing programs designed to allow employees to use campus-owned bikes for use around the Corvallis area. Most of these programs are free of charge and organized at the department level. The Dixon Recreation Center provides resources for bike maintenance. In partnership with the Sustainability Office and the Student Sustainability Initiative, a bike loan program offered by Recreational Sports offers extremely low cost bikes to OSU affiliates for daily, weekly, or quarter-long use.

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:

OSU received a Silver certification in March 2012.

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):

OSU provides prepaid transit passes to students, faculty, staff and affiliates on four local transit system and makes significant financial contributions to the Corvallis Transit System that has helped that system to go fareless. OSU also operates a free on campus shuttle.

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:

The City of Corvallis has partnered with participating local employers, Drive Less Connect and Cascades West RideShare to administer an Emergency Ride Home program. The ERH allows users of alternative transportation to get a free taxi ride home if an emergency arises while they are at work. Alternative modes include a vanpool, carpool, bike, bus or walking. Rides are provided to the employee's home, school site (if a child becomes ill) or emergency medical services location.

<http://fa.oregonstate.edu/sustainability/operations/transportation/emergency-ride-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:

OSU uses an electronic ridematching/carpooling resource called Drive Less Connect. This secure system connects prospective drivers and riders via email and has optional features like text messaging and advanced mapping. There is no charge to the user to register or utilize the system, and it can be used for business or personal trips. OSU also partners with Cascades West Rideshare to provide vanpool matching services.

Parking Services offers discounted parking permits to carpools.

<http://fa.oregonstate.edu/transportation/carpooling>

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:

OSU has a car sharing program through Enterprise Carshare, a membership-based car sharing program for people who are looking for an alternative method of transportation that lowers the cost and reduces the hassles of traditional transportation, and reduces daily reliance on single occupancy vehicles. Two Carshare cars are located in the heart of OSU's main campus with a third located on the south side of campus near a residential hub.

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 19 EV charging stations, one of which is a unique station on OSU's Solar Trailer.

All 19 are Level 2 stations, spread throughout campus.

<http://fa.oregonstate.edu/transportation/ev-charging>

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 supports telecommuting where there is an individual or operational need, or there is potential for University savings. This policy applies to all OSU employees. Academic and research faculty are not required to have a Telecommuting Agreement on file with the Office of Human Resources. All other employees who telecommute must have an approved Telecommuting Agreement on file with Human Resources.

The Telecommuting Agreement form outlines the employees location(s) of work and telecommuting schedule. Employees and their supervisors are responsible for making telecommuting arrangements, such as installation of equipment.

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:

Many OSU departments offer flexible work schedules, including working outside normal business hours and compressed work schedules. The most common is the 4 day, 10 hour schedule. OSU central human resources supports departments in making time flexible for OSU employees.

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

No

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

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

No

A brief description of other sustainable transportation initiatives and programs:

The website URL where information about the institution's sustainable transportation program(s) is available:

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Andrea Norris
Outreach Coordinator
Campus Recycling

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:

As compared to our 2005 baseline and FY10 STARS submission, data provided for this FY14 STARS submission came from improved data gathering and waste hauling measurements.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	1,534.55 Tons	607 Tons
Materials composted	1,266.48 Tons	196 Tons
Materials reused, donated or re-sold	474.03 Tons	121 Tons

Materials disposed in a solid waste landfill or incinerator	2,546.01 <i>Tons</i>	3,105 <i>Tons</i>
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Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	4,784	3,253
Number of residential employees	17	16
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	24,451.20	17,977
Full-time equivalent of employees	5,500	4,581
Full-time equivalent of distance education students	2,709.20	556

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

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

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

Not applicable

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

While OSU does not conduct waste audits on a regular basis, dumpster audits are done at least a few times per year, most often those from residence halls. This provides us with some data on how residents are sorting from one year to the next.

We have also audited football stadium trash to assess the potential waste diversion of moving to compostable serving ware in our stadium, and audited tailgater area trash to gather data to use for outreach talking points.

A brief description of any institutional procurement policies designed to prevent waste:

Section 307 of OSU's Procurement and Contract Services Manual addresses sustainable purchasing. Sections 307-001 and 307-002 relate to waste:

307-001: Reduce, Reuse, Recycle and Recover

"OSU will use sustainable purchasing by applying the methodology of "Reduce, Reuse, Recycle, and Recover." Whenever practicable, attention should be given to the environment through the evaluation of this methodology along with performance, life expectancy, quality, and value for money."

307-002: Environmentally Preferable Purchasing Policies

"When purchasing goods and services, Oregon State University will strive to balance short and long-term costs, maintenance, life cycle, and costs to the environment. Oregon State University is committed to identifying goods and services that have a lesser or reduced effect on human health and the environment when compared with competing goods and services that serve the same purpose. This comparison may consider raw materials acquisition, production, manufacturing, packaging, distribution, reuse, operation, maintenance, and disposal of the product. Oregon State University is also committed to identifying companies that utilize environmentally preferable products and services. Companies that are able to supply environmentally preferable products and services (especially post-consumer recycled materials) that meet performance requirements will be encouraged to offer them in bids and proposals."

Source:

<http://oregonstate.edu/fa/manuals/pacs/307>

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of materials:

All property no longer needed by an OSU department is required by OSU policy to be sent to Surplus Property for proper disposition.

Surplus Property's mission is to recycle or transfer excess or surplus property back to OSU departments, state and local governments, and qualified nonprofit organizations within the State of Oregon. Surplus property not sold to departments are offered for sale to the general public. Most items are offered through OSU Used Store sales and online auction sites. Some items may be offered through sealed bids or contact bids. The OSU Used Store hosts sales open to the public once per week.

All office supplies and housewares that are \$5 or less are offered to OSU departments free of charge, allowing OSU to offer office supplies for reuse within the university, without the need to facilitate a separate office supplies exchange program.

Source:

<http://surplus.oregonstate.edu>

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

The Oregon State University directory has moved online but there are a limited number of OSU directories printed and available for pick up by OSU students as they would like.

OSU only offers printed versions of the course catalog to students if requested by the student. Otherwise all the information is kept online at

catalog.oregonstate.edu

. The course schedule and registration information is only available online for OSU students and no printed versions are provided at all.

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

Oregon State University does not offer free printing to students. All student computing facilities and the OSU Valley Library charge on a per page basis for the printing (5 cents per page on average).

The Student Computer Facilities have policies that are in place to also eliminate wasteful printing and are as follows:

- Users will be billed for printing via their university account.
- Users are asked to print 2 sided but are not required to.
- Mass production of club flyers, newsletters, posters, is strictly prohibited. If multiple copies are desired users need to go to an appropriate copying facility such as: Valley Library printing center or Kinko's.

The OSU Valley Library also allows for printing but is restricted to OSU Students, Staff and Faculty. It is billed at a higher rate than the Student Computing Facilities:

Black and white: 7¢ per page

Color laser printing: 40¢ per page

Self-service photocopies: 7¢ per page with a card, 10¢ if you use cash/coin

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

Starting in 2007 a campus wide initiative to reduce move-in and move-out waste was started. This group brings together Campus Recycling, Surplus Property, and University Housing and Dining Services in a coordinated effort to reduce move-in and move-out waste.

For move-in, Resident Directors/Assistants inform residents of the location of the recycling rooms (located on each floor), and residents receive 1-2 small recycle bins in their rooms. Campus Recycling increases the service rate during move-in to pick-up the increased amount of recycling, particularly of cardboard. Also during move-in, large bins for Styrofoam collection are placed at every hall next to the dumpster and the material collected is recycled.

The annual Res. Hall Move-Out Donation Drive runs May through June. Marketing begins approximately one month in advance of move-out week. Each residence hall room received a move-out kit, which included a door hanger with details on how to donate and recycle unwanted materials, along with bags in which to sort their material in their room. Labeled donation bins were located in every res. hall lobby, along with all the recycle bins.

While a small portion of the donations go to the OSU Used Store to recoup the costs of the donation drive, the majority went to local nonprofits. In 2014, the following donation materials were collected and processed:

10,027 lbs. of housewares

6,664 lbs. of clothing, linens and shoes

3,820 lbs. of reusable scrap wood

1,897 lbs. of food, toiletries and school supplies

The 2014 total of 23,784 was down from the 25,979 total pounds collected in 2013, and up from the 11,651 in 2010, 17,558 in 2011, and 20,122 in 2012.

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

Promoting Reusables

Campus Recycling and the Student Sustainability Initiative promote the use of reusables over disposables by coordinating mug swap-outs (finding students using disposable coffee cups and offering them reusable mugs in return for signing a pledge) and distributing durable goods through its outreach efforts (reusable bags, bottles, mugs, cold cups, and sporks).

Fresh from the Faucet Campaign

"Fresh From The Faucet" is a campus-wide campaign that encourages students, faculty, and staff to reduce their consumption of sugary beverages and bottled water and instead make tap water the number one beverage on campus. This is done by posting signs labeling water filling stations, providing funding for water fountain filters and spigots, providing natural fruit-flavored water as a free beverage option at many dining locations, distributing free reusable bottles, and by hosting activities and booths at campus events.

Repair Fairs

The Student Sustainability Initiative and Campus Recycling hold twice-per-term Repair Fairs to foster a culture of repair and reuse over consumerism. The event allows students, staff, faculty, and members of the public to bring damaged items to receive free repairs. Repairs are given by volunteers - who teach attendees how to make future repairs, as well as fix the item - and cover a variety of categories: clothing, jewelry, bikes, appliances, electronics, and housewares.

Master Recycler Course

OSU Campus Recycling co-sponsors (with Republic Services of Corvallis) the annual Master Recycler program for Linn and Benton counties, an eight-week (non-credit) course that covers all aspects of waste reduction. After completing the course, participants are asked to complete 30 hours of volunteer service educating about and promoting waste reduction, much of which is completed at OSU and in the Corvallis community. One of the eight class days focuses entirely on waste prevention.

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

As of the FY14 performance year, no food waste audits had been recently conducted.

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:

OSU's three dining centers and OSU Catering donate rather than discard any eligible food to our local food share.

Our three dining centers keep records of the amount of food that is wasted (spoiled or otherwise unusable) as well as the amount of food donated to the local food share. This information is reported to upper management (who can then address issues with staff) and inventory/ordering adjustments are made as needed.

One Memorial Union restaurant (Pangea) offers leftovers that cannot be repurposed to their student employees.

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

No campus eateries provide buffets or "all you can eat" options; all charge per item in an à la carte style.

Campus restaurants offer many items in multiple sizes to accommodate different appetites (3 portion options for salad bars, half or full sandwiches, small or large wraps, small or full pastries, etc.).

When a dining center hosts conference attendees (attendees from a conference held on campus who receive a meal card as part of their registration), trays are removed so attendees are restricted to only what they can carry by hand.

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):

OSU's three dining centers have a reusable to-go container program, Eco2Go, which students and staff have the option to buy into. As an incentive to buy-in, patrons get 20 cents off each meal when they use the container (so the cost of buying in is paid back over time). Program info is at

<http://oregonstate.edu/uhrs/eco2go>

University Housing and Dining Services dining centers provide mostly compostable servingware for to-go items and all three of the centers collect said serving ware for composting. The majority of disposable to-go cups (coffee or soda) served on campus are compostable. Compostable to-go ware can also be composted in departments participating in Campus Recycling's department composting program.

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):

Six cafés and five Memorial Union restaurants do not offer reusable dishes for dining in. However, all three University Housing and Dining Services dining centers along with one Memorial Union restaurant (Pangea) offer all reusable dishes for dining in. Two (of the six mentioned above) cafés (Java II and JavaStop) offer reusable mugs for dining in. All residence halls host a bin for students to return reusable dishes from the dining centers, reducing the need to buy additional new durable dishes.

OSU's three dining centers have a reusable to-go container program, Eco2Go, which students and staff have the option to buy into. As an incentive to buy-in, patrons get 20 cents off each meal when they use the container (so the cost of buying in is paid back over time). Program info is at

<http://oregonstate.edu/uhrs/eco2go>

University Housing and Dining Services dining centers provide mostly compostable servingware for to-go items and all three of the centers collect said serving ware for composting. The majority of disposable to-go cups (coffee or soda) served on campus are compostable. Compostable to-go ware can also be composted in departments participating in Campus Recycling's department composting program.

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:

All campus eateries serving coffee or tea offer 20 or 25 cents off drink purchases using a customer-supplied reusable mug. Several locations offer the same discount for fountain drinks filled in customer-supplied reusable cups.

Customers using Eco2Go reusable to-go containers receive 20 cents off their purchase each time they have their food packed in an Eco2Go container.

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

Most dining facilities not only sort and collect curbside recycling and compostable material, but also recycle used cooking oil, cooking grease, and film plastic.

To discourage bottled water and sugary beverage purchases, all campus eateries provide tap water as a free beverage option. Several locations offer water flavored with real fruit, along with reusable cups, as a free beverage option.

In FY14, University Housing and Dining Services removed 2 soda fountain machines (in 2 different dining locations) in order to encourage more diners to choose water. This also requires diners who want soda to choose recyclable bottles rather than disposable cups.

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

<http://fa.oregonstate.edu/recycling>

Waste Diversion

Responsible Party

Andrea Norris
Outreach Coordinator
Campus Recycling

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:

The weight of surplus items is not taken upon their transfer. To estimate this weight, we queried our sales database to pull a list of all items sold in FY12, determined the quantity of the most common items sold (e.g. desks, computers, etc.), and multiplied that by an average weight of said items. There were many categories of items we did not account for, so the resulting number is less than what we expect is the actual total of material reused by being processed through OSU Surplus Property.

Data is from Campus Recycling (<http://fa.oregonstate.edu/recycling>) and Surplus Property (<http://fa.oregonstate.edu/surplus>).

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

Materials diverted from the solid waste landfill or incinerator:

3,275.06 Tons

Materials disposed in a solid waste landfill or incinerator :

2,546.01 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:

SURPLUS PROGRAM

Weights for material reused, donated, or re-sold (i.e. processed through OSU Surplus Property) are not taken upon transfer, but we made a conservative estimate of the material processed and included it in the figure above. This means that the amount of total waste diverted is

higher than represented above. Our surplus program is well-established in our state, and we sell used items to departments, agencies, non-profits and the general public (at our once weekly public sales). This accounts for a substantial amount of materials diverted from the landfill. In FY14 the sales volume of surplus items was \$852,757. Surplus also disassembles and recycles products that cannot be resold, landfilling only the items that are neither resellable nor recyclable.

RECYCLING PROGRAM

As stated on our website, "Campus Recycling is responsible for managing a comprehensive waste management system that focuses on reducing, reusing and recycling with disposal as a last resort." In addition to collecting recyclables from all campus buildings, Campus Recycling offers many additional recycling and waste reduction programs:

1) With Surplus Property, we co-sponsor an annual donation drive in the residence halls during move-out week. In June 2014 we collected 23,784 pounds of material for donation and resale (

<http://recycle.oregonstate.edu/opportunities/moveout>

).

2) Campus Recycling provides event recycling as a free service for all campus events, and serves as a resource to event organizers who seek to plan sustainable events.

3) OSU has fairly extensive food composting programs as described below.

4) In addition to composting food and dining waste, OSU also collects the following for composting: landscape debris, scrap wood, and animal bedding.

5) Outreach efforts by Campus Recycling are extensive:

Campus Recycling employs one full-time staff and two part-time student staff to work on outreach and developing new programs. Outreach for recycling and composting occurs via educational events (RecycleMania, Earth Week, etc), tabling at events, public presentations and workshops, collaborative partnerships, social media, etc.

We are the primary organizer of the annual Earth Week celebration, which brings together 40+ on- and off-campus environmental organizations to offer a week full of educational and engaging events, including a community fair and many others.

Campus Recycling and the Student Sustainability Initiative coordinate a student volunteer team called the Waste Watchers, which works on events and marketing, and provides leadership opportunities for students.

Campus Recycling partners with Republic Services to coordinate a Master Recycler program for Linn and Benton counties in Oregon. This 8-week course educates community members about all aspects of waste reduction and is offered for free to anyone who volunteers for 30 hours after completion of the course. These Master Recyclers volunteer at OSU and in the community to educate others about waste reduction.

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

OSU Housing and Dining Services provides all leftover products to Linn-Benton Food Share. In addition, OSU provides a Food Pantry for students in need. Any tips left in OSU coffee shops are donated to the food pantry.

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

Republic Services of Corvallis had the first facility in Oregon's to be permitted to accept all food waste including meat, bread and vegetable products. This facility is called the Pacific Region Compost Facility (PRC) and it handles the large majority of compost for the OSU campus. The facility is about 10 miles from OSU, reducing transportation costs and fuel use. A few smaller, on-site composting sites also exist on the OSU campus. Here are the programs to collect pre-consumer organic waste:

- 1) Pre-consumer food waste is composted at the dining centers of OSU Housing and Dining Services and one Memorial Union restaurant (Pangea). The 3 dining centers and Memorial Union (from Carl's Jr. and Panda Express) recycle used cooking oil and grease. All campus coffee shops collect used grounds. This pre-production waste is sent to the PRC.
- 2) OSU offers a Department Compost program for kitchens and break rooms. The material collected is a mix of pre- and post-consumer organic material and it is sent to the PRC for processing. Some of the departments are set-up with worm compost bins to manage their own waste, if requested.
- 3) In FY14 OSU ran a res. hall compost program, offering compost to all residents in 3 res. halls. The material collected is a mix of pre- and post-consumer organic material and it is sent to the PRC for processing.
- 4) The Student Sustainability Initiative provides a 3-bin composting system at the Student Sustainability Center where Center staff compost. Also, people can donate kitchen waste from residence halls or off-campus living to be composted and used on-site in the permaculture garden.
- 5) The 4 co-op housing buildings share a composting system used to break down kitchen prep waste.
- 6) A compost system located near Weniger Hall collects food scraps and coffee grounds and is utilized as a teaching tool for soils classes.

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

OSU's post-consumer food composting is similar to our pre-consumer programs listed above.

- 1) Post-consumer food waste is composted at all three of the dining centers of OSU Housing and Dining Services (2 of these 3 centers have trained staff sorting in the kitchen, resulting in a very high recovery rate). This waste is sent to the Pacific Region Compost facility (PRC).
- 2) OSU offers a Department Compost program for kitchens and break rooms. The material collected is a mix of pre- and post-consumer organic material and it is sent to the PRC for processing. Some of the departments are set-up with worm compost bins to manage their own waste, if requested.
- 3) In FY14 OSU ran a res. hall compost program, offering compost to all residents in 3 res. halls. The material collected is a mix of pre- and post-consumer organic material and it is sent to the PRC for processing.
- 4) The Student Sustainability Initiative provides a couple composting systems at the Student Sustainability Center where people can donate food waste, some of which is likely post-consumer.
- 5) The 4 co-op housing buildings share a composting system used to break down kitchen prep waste. This system likely includes some post-consumer food waste.
- 6) A compost system located at Weniger Hall collects food scraps and coffee grounds and is utilized as a teaching tool for soils classes. It may also process post-consumer food waste.

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:

In addition to the commodities in the previous question, OSU also works to divert:

Styrofoam

Film plastics

Electronic storage media (CDs, VHS, floppy disks, etc.)

Electronics

Batteries (alkaline, lead, lithium, NiCd, NiMH, Mercury)

Fluorescent light bulbs and ballasts

Servingware composting

Resale includes additional categories such as computers, shoes/clothing/housewares, office supplies, tools, sporting goods, vehicles and more (

<http://surplus.oregonstate.edu>

)

Construction and Demolition Waste Diversion

Responsible Party

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

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 Applicable** for the following reason:

Institution has not conducted a major construction, renovation and/or demolition project in the previous three years.

Hazardous Waste Management

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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:

Environmental Health and Safety at OSU encourages hazardous waste generators to reduce waste whenever possible. Specific reduction strategies include: Accurate labeling to prevent improper disposal of unknown hazardous material, combining flammable organic solvents for reuse as off-site fuel, separating halogenated solvents for solvent recovery, reusing/redistributing chemicals when materials come from unopened containers or partially used containers of high quality, neutralizing of chemical wastes which have corrosive properties, purchasing chemicals in a manner that does not exceed anticipated needs, and modifying procedures to reduce the hazard or amount of waste products or using less hazardous materials in procedures in general.

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

Environmental Health and Safety disposes of all hazardous waste in accordance with federal and state regulations. Federal regulations can be found at:

<http://www.epa.gov/wastes/laws-regs/regs-haz.htm>

Departments are encouraged to employ waste reduction procedures to limit costs and waste volumes. Prior to disposal of any hazardous chemical waste, OSU must perform an official hazardous waste determination to see if the waste is hazardous, and to what degree.

Biological waste, cultures and stocks, pathological waste, and sharps are all considered hazardous and therefore are incinerated. All aerosol cans are considered hazardous waste until completely empty. The Facilities Services department has purchased several devices to open aerosol cans and drain contents, except for cans with pesticides or other highly toxic materials which should be treated with other hazardous wastes. Radioactive waste containers must have a record of materials in the container which is kept up-to-date. Radioactive waste is segregated by half-life and guidelines for storage and treatment of such waste (before disposal) is offered by the link provided below.

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

None.

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

Environmental Health and Safety at OSU makes available a chemical reuse inventory on their web page. These chemicals are available to departments for no charge.

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):

As mentioned above, all university-owned electronics are required to be disposed of through Surplus Property to ensure proper handling of e-waste.

Any salable items are sold through Surplus Property for an extended useful life off campus.

Here is Computer Drive Connection's (CDC) description of how the company handles e-waste:

Computer Drive Connection, Inc. is located in a 20,000 square foot building. They have an established sorting process for all equipment and materials. Obsolete computers and equipment are completely disassembled in our dismantling section. Reusable parts are remarketed while unremarketable parts are categorized by material type and sent to intermediate scrap facilities and refiners for destruction and reuse after refining. Data information is wiped or destroyed on all hard disk drives.

CDC's list of items accepted for recycling:

Computer Monitors/Computer Systems

Hard Disk Drives/Floppy Disk Drives
Printers/Typewriters
CD Roms/Modems/Networking Devices
Circuit Boards/Circuit Board Components
Wire
Mainframes
Keyboards/Mice/Power Supplies
Test Equipment/Point of Sale Equipment
Aluminum Sheet/Cast or Unclean
Telephone Equipment/ Cell Phones
Radios/VCRs/Projectors Inkjet and Toner Cartridges

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

As of January 1, 2010, it became illegal to dispose of televisions, laptops, and computers (CPU's and Monitors) in any landfill in Oregon. That includes any of these items discarded in any OSU dumpster, including those at resident halls.

All university-owned electronics are required to be disposed of through Surplus Property to ensure proper handling of e-waste. Electronics are tested, and if working properly, made available for sale to the departments, government agencies, and the general public. Electronics that cannot be resold are sent to Computer Drive Connection, a reputable private company which recycles used computer parts. What they don't disassemble themselves onsite is sent on to an R2 certified e-waste recycler.

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

<http://oregonstate.edu/ehs/hmguide>

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

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	253,188,276 Gallons	267,228,984 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	253,188,276 Gallons	267,228,984 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
--	------------------	---------------

Number of residential students	4,784	3,253
Number of residential employees	17	16
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	24,451.20	18,055
Full-time equivalent of employees	5,500	4,208.20
Full-time equivalent of distance education students	2,709	556

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	8,957,407 <i>Square Feet</i>	6,839,309 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	1,405 <i>Acres</i>	1,442 <i>Acres</i>

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

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

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

2005 is the first year in which we have comprehensive data for this credit.

Water recycled/reused on campus, performance year:

0 *Gallons*

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

0 Gallons

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

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

Nearly all of buildings are metered for water. Irrigation is metered as well, with industrial water and other uses metered separately for large lab buildings.

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

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

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

OSU landscapers have taken many steps to reduce their operation's impact on the environment:

- * Incorporating native and/or drought tolerant plants into landscaped areas
- * Leave grass clippings on the lawns to return nutrients
- * Obtain annual Oregon Dept. of Agriculture training to maintain pesticide best practices and application licenses
- * Maintain the campus to different standards based on need (i.e., MU quad vs. low profile areas)
- * Use of Maxi-com computerized irrigation system with weather-based watering to conserve water
- * Minimal use of only slow release fertilizers to avoid fertilizer run off
- * On-campus handling and chipping of woody debris and compostable material
- * Application as groundcover of mulch and wood chips to reduce watering and weeding needs

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

Our Rainbird Maxicom computerized system uses local weather data to determine appropriate water levels, based on evapotranspiration (ET) indicators.

OSU Landscape Crew also performs annual irrigation audits to verify automated system performance.

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

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

<http://fa.oregonstate.edu/sustainability/operations/water>

Responsible Party

Brandon Trelstad

Sustainability Coordinator
Sustainability Office

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 City of Corvallis requires that new construction over 2,000 sq. ft. obtain an Erosion Prevention Sediment Control (EPSC) permit, create an EPSC plan and submit to regular inspections.

For ongoing operations, the City has stringent requirements for water quality and quantity. Facilities with over 25,000 sq. ft of impervious surface must be so detention rates do not exceed pre-development conditions based on the 2yr through 10yr, 24 hour storm. Projects

creating 5,000 square feet or more of pollution generating impervious surface (pavement accessible to motor vehicles) must be designed to remove 70% of Total Suspended Solids for 2/3 of the 2 year, 24 hour storm.

<http://www.corvallisoregon.gov/index.aspx?page=328>

The City of Corvallis often references the King County, Washington Surface Water Design Manual when specifying design criteria for stormwater system.

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:

OSU requires design teams to consider vegetated swales and other natural mechanisms to deal with stormwater whenever possible. Several bioswales are installed on campus already, and one large one - the Reser Stadium Bioswale - drains a significant area of OSU's impermeable surfaces. Street reconstructions include water quality and quantity considerations.

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

Rainwater is collected then organically & mechanically filtered, treated, and stored at Kelley Engineering, in a 16,500 gallon chemical-free cistern system. This system is used to flush toilets and urinals rather than using potable water.

OSU's LEED Platinum Energy Center uses rainwater for boiler make up water, reducing both city water consumption and the need for treatment (rainwater also has a more appropriate chemical balance).

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:

Stormwater from the roof of Kearney Hall is filtered and retained by the building landscape before it enters the stormwater system.

A brief description of any living or vegetated roofs on campus:

A small demonstration vegetated roof exists on campus but no large scale installations to date.

A brief description of any porous (i.e. permeable) paving employed by the institution:

OSU has pervious paving at multiple locations including several parking lots and People's Park.

The parking lot uses pervious asphalt, while the Park site is pervious concrete, demonstrating the viability of both technologies.

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

A brief description of any rain gardens on campus:

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

Several retention facilities are used on campus to meet the City of Corvallis' stormwater design specifications. These are not ponds but bioswales that slow water runoff during storm events.

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

Bioswales at Reser Stadium and Magruder Hall treat and retain stormwater from nearby roadways and parking lots.

The large swale (approx. 20'W x 150'long) at Reser stadium retains water from a large portion of campus.

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

Numerous detention manholes and filter manholes are present on campus that exceed code requirements. While they do not let water infiltrate, their sediment reduction properties are excellent when a swale cannot be used due to cost or space constraints.

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

<http://fa.oregonstate.edu/sustainability/operations/water>

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

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

Accomplishments are detailed in OSU's annual sustainability reports:

<http://fa.oregonstate.edu/sustainability/planning-policy-assessment/annual-reports>

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:

The OSU Sustainability Advisory Council was formed in fall 2011 by the Provost, the Vice President for Finance and Administration and the Sustainability Coordinator. Its primary objectives are to prioritize actions toward improvement in areas like student engagement, operations and investment that advance sustainability at OSU. The Council also determines and refines a broad range of institutional goals and priorities like carbon neutrality, service learning targets, and community relations.

The Council recommends actions and resources in formulating programs, concepts and strategies as they are sought by the Vice President for Finance and Administration, and assists in leveraging internal and external funding for projects and initiatives. A core goal of the council is to implement sustainability elements from the Strategic Plan and help inform the next round of strategic planning.

The council provides the Vice President of Finance and Administration updates on progress every year on key initiatives via an annual report that details progress using existing indicators.

The Council serves as advisory to the Office of the Vice President for Finance and Administration and to the Sustainability Office. As needed, the Council will establish Coordination Teams to address priority issues. Teams will be led by a member of the Council and may add members from the university community as needed. Team members will be appointed by the Council. Teams will focus on advancing initiatives that address Sustainability Council objectives. Coordination Teams report to the Council on a regular basis.

Potential Opportunities for Coordination Teams

1. Investment
2. Civic engagement
3. Greenhouse gas emissions reduction
4. Purchasing and materials
5. Sustainability metrics data collection improvement
6. Academic interface

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

Emily Bowling, Student Leadership and Involvement
Brigitte Cluver, Design/Human Environment
Jen Christion Myers, Student Sustainability Initiative
David Dodson, Campus Planning
Lucas Friedrichsen, Technology Support Services
Peg Herring, Extension & Experiment Station Communications
John Lambrinos, Horticulture
Sonja Mae, Sustainability Office
Andrea Norris, Campus Recycling
Jesse Pettibone, Student Sustainability Initiative
Brandon Trelstad, Sustainability Office
Marianne Vydra, Athletics

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

<http://fa.oregonstate.edu/sustainability/sustainability-advisory-council>

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 Sustainability Office is the primary support organization for sustainability efforts at OSU, helping facilitate and manage projects, network on- and off-campus entities, and support student, academic, research and outreach efforts. The office is engaged in multiple partnerships with collaborative organizations such as Campus Recycling, the Student Sustainability Initiative and the Corvallis Sustainability Coalition.

The Sustainability Office was formed by the creation of a full-time sustainability coordinator in 2005. Another full-time position was created in 2008, as the university understood the need for another staff member to focus on energy data acquisition and management.

While the office focuses partially on campus operations, projects and initiatives are created in to address multiple areas of sustainability. Student engagement is encouraged through experiential learning projects, such as: energy and water systems analysis, feasibility studies for green building elements, campaigns to promote cultural change, and policy impacts and development. The office is also making an effort to incorporate sustainability issues into academic programs by assisting departments to integrate sustainability into their curriculum.

The office is involved with many campus and community events where we inform the public about sustainability at OSU and encourage people to get involved.

The Sustainability Office engages in other ongoing activities including: overseeing conservation and renewable energy projects on campus; supporting campus departments and students in their efforts to become more sustainable; acting as a single point of contact for on- and off-campus inquiries; referring questions to proper campus experts in education, research, and Extension; representing OSU administration in sustainability endeavors; and networking stakeholders.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

4

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

<http://fa.oregonstate.edu/sustainability/about>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Brandon Trelstad

A brief description of each sustainability officer position:

The primary duties of the sustainability coordinator include managing communication about sustainability efforts, identifying - and obtaining funding for - conservation and efficiency projects, supporting student and academic sustainability efforts, and representing OSU to external audiences.

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

<http://fa.oregonstate.edu/sustainability/about/sustainability-office-contacts>

Sustainability Planning

Responsible Party

Brandon Trelstad

Sustainability Coordinator
Sustainability Office

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	No
Research (or other scholarship)	Yes	No
Campus Engagement	Yes	Yes
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	No	No
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	No
Investment	No	No

Other

Yes

Yes

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

The first of three Signature Areas of Distinction of the OSU Strategic Plan is "Improving the understanding of the earth ecosystems upon which all life depends, and promoting their sustainability through high-impact public policy involvement with issues such as climate change, food security and safety, renewable energy production, and economically viable natural resource management."

Additionally, Goal 1 of the Strategic Plan is to:

"Provide outstanding academic programs that further strengthen performance and pre-eminence in the three Signature Areas of Distinction: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress."

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

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

This is a campus wide plan and effort.

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

The first of three Signature Areas of Distinction of the OSU Strategic Plan is "Improving the understanding of the earth ecosystems upon which all life depends, and promoting their sustainability through high-impact public policy involvement with issues such as climate change, food security and safety, renewable energy production, and economically viable natural resource management."

The OSU Climate Plan includes strategies for supporting research activities. It also promotes student involvement in and exposure to OSU sponsored research related to sustainability, environmental issues, climate change, etc.

Since the Climate Plan was written in 2009, the Student Sustainability Initiative has begun a research grants program that helps accomplish this strategy.

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

While the Climate Plan included measurable goals, strategies and actions, it did not include specific timelines for each. Please see OSU Climate Plan page 42.

<http://fa.oregonstate.edu/files/sustainability/docs/osuclimateplan2009.pdf>

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

STARS Reporting Tool | AASHE

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

The Education and Engagement section of the OSU Climate Plan includes metrics and timelines specific to experiential and applied learning. One strategy was to "Engage existing student groups in campus operations activities that enhance their understanding of energy conservation, renewable energy, and climate issues." - OSU Climate Plan, page 35

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

Among other steps, a revolving loan fund was a tactic established in 2009 and implemented in 2010 that engaged students in the financial aspects of GHG reduction projects. Other actions included strengthening hiring and marketing process for paid positions within the Student Sustainability Initiative.

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

OSU Sustainability Office
Student Sustainability Initiative

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

The Campus and Community Engagement section of the OSU Climate Plan includes goals, strategies and actions for public engagement.

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

Strategies include providing access to members of the academic community and departments and community groups with student organizations in order to facilitate internship, volunteer, and work opportunities. A specific tactic includes providing tours of campus sustainability features.

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

OSU Sustainability Office

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

This is the basis of the OSU Climate Plan. Please see

<http://fa.oregonstate.edu/sustainability/planning-policy-assessment/institutional-carbon-neutrality/climate-plan>

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

OSU has specified a target date of 2025 for net carbon neutrality.

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

OSU Sustainability Office and OSU leadership

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

This is the basis of the OSU Climate Plan, which largely focuses on energy efficiency and renewable energy opportunities in buildings.

The OSU Master Plan also contains many elements related to sustainability in buildings:

<http://cpd.oregonstate.edu/district-plan/documents>

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

OSU has specified a target date of 2025 for net carbon neutrality.

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

OSU Sustainability Office and OSU leadership

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

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

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

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

This is the basis of the OSU Climate Plan.

The OSU Master Plan also contains many elements related to energy:

<http://cpd.oregonstate.edu/district-plan/documents>

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

OSU has specified a target date of 2025 for net carbon neutrality.

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

OSU Sustainability Office and OSU leadership

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

The OSU Master Plan contains many provisions for protecting open space and natural areas on the Corvallis Campus. It limits impervious surface and disturbance of native and riparian areas that run through campus, and identifies and protects natural areas.

More information at

<http://cpd.oregonstate.edu/district-plan/documents>

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

The Master Plan uses a sector-based approach that limits within each sector the amount of development that can occur, and has provisions for where growth occurs that require a dense, walkable campus. This prevents sprawl.

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

OSU Campus Planning

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

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

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

[STARS Reporting Tool](#) | [AASHE](#)

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

As one of OSU's major sources of carbon emissions, the OSU Climate Plan includes goals, strategies and actions to address transportation. Please see pages 24 for air travel and page 28 for ground transportation.

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

The Climate Plan goal was by 2012 to reduce emissions from ground transportation to no more than 11,500 t CO₂e.

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

OSU Sustainability Office

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

Goals in the Climate Plan included decreasing the waste stream through traditional methods such as recycling, composting and other methods. At the time, conventional thinking was that claiming credit from composting would not offset landfill emissions but the current Clean Air-Cool Planet calculator supports this mitigation and as such, OSU has been able to substantially reduce emissions from waste. Many more opportunities exist within purchasing, however, which OSU has not yet addressed.

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

The Climate Plan goal was by 2012 to reduce emissions from solid waste to no more than 300 t CO₂e.

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

OSU Sustainability Office
Procurement
Campus Recycling

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

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

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

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

The Leadership Council for Equity, Inclusion, and Diversity is charged to advise the President, the Provost, the Interim Executive Director of Equity and Inclusion, and other university leadership. The initial focus of the Council is the seven key objectives identified through the self-study process as foundational to attainment of the four overarching dimensions of diversity, equity and inclusion:

1. Institutional and Individual Capacity
2. Education, Scholarship, and Outreach
3. Access and Success
4. University Climate and Sense of Community

<http://oregonstate.edu/oei/leadership-council>

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

This information can be found at

<http://oregonstate.edu/oei/self-study-report#keyobjectives>

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

Office of Equity and Inclusion
Leadership Council for Equity, Inclusion, and Diversity

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

OSU's Strategic Plan Phase III includes a goal to develop more comprehensive work-life balance initiatives for all employees.

<http://oregonstate.edu/leadership/strategicplan/phase3>

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

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

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

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

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

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

Oregon State University is the only state university in Oregon to have a national historic district. The district was approved by the National Register of Historic Places June 25, 2008. The purpose of a preservation plan is to provide for the continued identification, evaluation, protection and enhancement of historic properties. Preservation of the built environment provides an opportunity to celebrate a diverse cultural heritage by focusing on its historic resources that include buildings, landmarks and landscapes, monuments, and archaeological sites, while improving sustainability metrics by increasing the amount of building materials and facades that are reused.

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

One of the first goals to be developed is Statewide Planning Goal 5: Natural Resources, Scenic and Historic Areas, and Open Spaces. The goal states:

“To protect natural resources and conserve scenic and historic areas and open spaces.”

More information at

<http://cpd.oregonstate.edu/files/historic-preservation-plan.pdf>

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

OSU Campus Planning

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:

The first of three Signature Areas of Distinction of the OSU Strategic Plan is "Improving the understanding of the earth ecosystems upon which all life depends, and promoting their sustainability through high-impact public policy involvement with issues such as climate change, food security and safety, renewable energy production, and economically viable natural resource management."

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

<http://oregonstate.edu/leadership/strategicplan>

Governance

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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:

There are multiple paths for students to become engaged in a governance body. Opportunities within academic departments are too many to number but core opportunities include:

- Associated Students of Oregon State University
- Student and Incidental Fees Committee
- Student fees budgeting boards (10)
- Coalition of Graduate Employees

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:

There is OSU student representation on the OSU Board of Trustees and the University Cabinet. The Cabinet position was elected in the annual student general election. The Board position was appointed by the Governor after being recommended by OSU.

Do students 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	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

The University Cabinet oversees all aspects of the categories mentioned above. For more information:

<http://oregonstate.edu/leadership/cabinet>

Similarly, the Board of Trustees governs budgeting, strategic direction and programmatic emphasis at the highest levels:

<http://oregonstate.edu/leadership/trustees>

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

The Service Employees International Union also provides mechanisms for represented employees to be part of collective bargaining and other governance mechanisms. Staff also have the opportunity to serve on university committees, task forces and work groups.

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?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

The Board of Trustees includes one non-supervisory, union represented, staff member:

<http://oregonstate.edu/leadership/trustees/mark-baldwin>

This Board position was appointed by the Governor after being recommended by OSU.

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	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

The Board of Trustees includes one non-supervisory, union represented, staff member: The Board of Trustees governs budgeting, strategic direction and programmatic emphasis at the highest levels:

<http://oregonstate.edu/leadership/trustees>

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

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

The Faculty Senate provides governance opportunities for instructional, research and professional faculty:

<http://senate.oregonstate.edu/>

Is there at least one teaching or research faculty representative on the institution’s governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

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

The Board of Trustees includes a faculty member:

<http://oregonstate.edu/leadership/trustees/brenda-mccomb>

This Board position was appointed by the Governor after being recommended by OSU.

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	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

OSU has a well established Faculty Senate with multiple committees addressing all of these areas. More info at:

<http://senate.oregonstate.edu/>

Additionally, the Board of Trustees governs budgeting, strategic direction and programmatic emphasis at the highest levels:

<http://oregonstate.edu/leadership/trustees>

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

<http://oregonstate.edu/leadership/>

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

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

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 Office of Equity and Inclusion facilitates this work in addition to the Leadership Council for Equity, Inclusion, and Diversity. There are also diversity committees at department levels in several larger OSU units.

The full-time equivalent of people employed in the diversity and equity office:

13

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://oregonstate.edu/oei/about>

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

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The Coalition for Community Dialogue (formerly Team Liberation) believes in justice for humanity through dialogue, continuous learning, and intentional experiences. CCD collaborated in courses, planning conferences (social justice conference in winter 2014), Social Justice retreats (EWI and Racial Aikido), personalized workshops for OSU students and faculty.

CCD held regular meetings and quarterly trainings. Additionally, CCD collaborated on annual conferences and sometimes planned workshops. Coalition for Community Dialogue enacts its vision through the following activities:

- Networking/Community-Building. We have weekly meetings: Community Network Meetings are open to the public; Cohort Network Meetings are for those pursuing a CCD certificate.
- Advanced Trainings. Trainings are held once per term
- Conference. We hold an annual conference with both introductory and more advanced sessions, intended to meet the needs and interests of a wide audience.
- Workshops. Classes and campus groups often request peer-facilitated workshops. Students who complete a CCD certificate program may choose to go on to an advanced program for facilitating workshops.

The workshops, events, and conferences CCD programmed include issues of racism, sexism, heterosexism, classism, ageism, ableism, religious intolerance, communication and community & leadership development.

The Office of Affirmative Action and Equal Opportunity also offers training around Affirmative Action, Americans with Disabilities Act and Sexual Harassment Prevention. More at

<http://oregonstate.edu/oei/training>

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

<http://oregonstate.edu/oei/training>

Assessing Diversity and Equity

Responsible Party

Brandon Trelstad

Sustainability Coordinator
Sustainability Office

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?:

Yes

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

In 2012, a self-study team reviewed literature, considered best/promising practices nation-wide, and engaged in discussions with over 400 members of the university community to determine what is working well and where there are areas for improvement in campus diversity culture. One of the findings was that the university needs to develop a longitudinal university-wide climate assessment program that includes regular collection of data and the implementation of strategies to address the findings. The full report is available online, link below.

In response to these findings, OSU launched the first annual Campus Climate Survey in early calendar year 2014.

Has the institution assessed student diversity and educational equity?:

Yes

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

OSU has measured enrollment, retention and graduation rates by gender, ethnicity, and residency for well over a decade and compared them to Oregon and national averages. A detailed analysis was conducted in 2013 and charted a path forward and set new diversity-related objectives.

http://oregonstate.edu/oei/sites/default/files/defining_the_path_forward.pdf

Has the institution assessed employee diversity and employment equity?:

Yes

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

Qualitative aspects of employee diversity are included in the self-study, mentioned above.

As an affirmative action employer, OSU assess employee diversity and employment equity annually, by job groups. Employment rates for women and people of color are compared to qualifying populations of geographic relevance.

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):

Diversity of participants of the OSU Division of Outreach and Engagement are tracked, and increasing diversity is a priority for the division. Additionally, since the self-study was inclusive of every part of OSU, it contained measurements and objectives for public engagement-related divisions of OSU.

The Faculty Senate Diversity Council addresses opportunities in governance and leadership via a diversity and equity lens.

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

<http://oregonstate.edu/oei/self-study-report>

Support for Underrepresented Groups

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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:

Although there are not fields for it below, the following information pertains to the last two parameters for this credit: housing options to accommodate the special needs of transgender and transitioning students and inventory of gender neutral bathrooms.

Gender Inclusive Housing Options:

<http://oregonstate.edu/lgbtqia/gender-inclusive-living>

Inventories of gender neutral bathrooms:

<https://www.google.com/maps/d/u/0/viewer?mid=zMcjgeYvj4hU.kbBfYOsNKV8k>

<http://oregonstate.edu/mrg/listings/9>

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The Office of Intercultural Student Services (ISS) exists to provide a more fluid and dynamic organization for the intersectionalities of race, gender, class, ethnic identity, and ability in a more comprehensive and engaging approach. Although these resources are focused on students, they are also available to faculty and staff.

<http://oregonstate.edu/dept/iss/about>

The ISS mission: As a cornerstone of OSU's student diversity efforts, Intercultural Student Services is committed to the overall development of under-served students. We create and advocate for inclusive and educationally purposeful initiatives that enhance deep learning, academic success, cross-cultural fluency and self-efficacy by fostering a climate that supports social equality, community engagement, and global membership.

Additionally for students, OSU Counseling and Psychological Services provides free counseling services.

Financial support for underrepresented groups is provided by the Diversity Achievement Award. It is a competitive award offered to entering undergraduate freshman and transfer students aimed at building upon the diversity and educational goals of the university. Evaluation of award application and financial need are also factored into selection process.

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

<http://oregonstate.edu/dept/iss/>

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:

All members of the university community may raise complaints of discrimination, harassment, and bullying with the Office of Equity and Inclusion. Individuals who feel they are being treated unfairly because of a protected status or in retaliation for engaging in a protected activity, or individuals who believe they are subjected to behavior that rises to the level of bullying should feel free to come to the Office of Equity and Inclusion to talk through the situation and may do so without entering into the complaint process.

The Office of Equity and Inclusion provides several options for responding to such complaints:

Informal: The process of gathering information either to help establish a suspicion of discrimination or retaliation or to attempt to resolve a disagreement without following a formal complaint process.

Formal: The process of investigating a case of alleged discrimination or retaliation and making a determination as to whether or not either has occurred and, where appropriate, providing a resolution to the complaint.

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

<http://oregonstate.edu/oei/complaints>

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

Brandon Trelstad

Sustainability Coordinator
Sustainability Office

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.
-

Submission Note:

Thanks to Jennifer M. Almquist, in OSU's Office of Equity and Inclusion, for providing this information.

"---" 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:

OSU has three programs that address this credit.

1) The university's Tenured Faculty Diversity Initiative is designed to help build a diverse faculty. The initiative is housed within Academic Affairs and a committee, including representatives from the Office of Equity and Inclusion, consider proposals to fund tenure-track/tenured faculty hires.

2) The Louis Stokes Alliance for Minority Participation (

<http://lsamp.oregonstate.edu/>

) includes goals to increase the number of students interested in and qualified for graduate-level studies.

3) PROMISE is an annual, 10-week program that has been part of the Oregon State University community since 1992. PROMISE is a developmental internship program designed to provide professional, managerial, or technical paid work experience and mentoring in state and local government agencies for Oregon State University juniors and seniors. The program's purpose is to increase the potential pool of applicants currently underrepresented in state and local government agencies. Interested students from historically underrepresented backgrounds are particularly encouraged to apply.

In addition, the program provides robust learning opportunities for the intern cohort. Attendance and participation are a crucial component of the overall experience and interns are required to attend scheduled events. It is expected that interns will emerge from the program ready to navigate the employment process, be well connected and be confident in the workplace.

<http://oregonstate.edu/oei/promise>

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

<http://oregonstate.edu/admin/aa/tenured-faculty-diversity-initiative>

Affordability and Access

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

Submission Note:

Statement from the OSU Provost, February 2013:

Oregon State University shares concerns with students and their parents over the importance of keeping a college education accessible and affordable. We recognize that access to post-secondary education, declining college affordability, and a high proportion of students who fail to graduate from colleges in a timely manner are critical issues for academic institutions in Oregon and nationally.

At Oregon State, we are committed to effectively address these issues in timely and on-going ways.

The university continues to build an increasingly diverse and inclusive student community. To help the state advance towards its 40-40-20 goal, the university has increased its enrollment in the past three years by 20 percent, ensuring access for qualified Oregonians. At the same time, Oregon State works hard to attract high achieving students from Oregon high schools and community colleges to ensure that we retain them in the state. And we are committed to maintain affordability, and yet improve the quality of education we offer students, and reduce the time it takes for a student to earn a degree.

To help achieve these outcomes, Oregon State has:

- Provided support to more than 2,800 students each year through the Bridge to Success program, which covers full tuition and fees for students in the program
- Raised \$150 million for academic scholarships through the Campaign for OSU in collaboration with the OSU Foundation. Each year, more than 4,000 students receive donor-funded scholarships and fellowships totaling more than \$7.5 million.
- Consolidated business services and academic units to reduce administrative costs and direct as much funding as possible to the delivery of educational programs that allow on-time graduation.

"---" 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:

The Oregon University System Supplemental Tuition Waiver (SCW) program provides limited tuition funds to full-time resident freshmen and sophomores. Eligibility is limited to students with high financial need.

OSU's Degree Partnership Program is a unique program that allows for students to dual enroll with OSU and another institution. OSU's program is one of the most expansive in the nation and has agreements with all community colleges in Oregon and has now expanded to other states including Hawaii. These programs allow for students to receive OSU credit by taking classes at a community college, paying community college prices.

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

Data on student loan debt, average monthly loan payments in correlation to average starting salaries is updated annually and distributed to academic college leadership teams. This information will be available to faculty, staff and students on the OSU website.

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

OSU offers numerous pre college programs that are designed to prepare students for postsecondary education, as well as provide teacher and high school counselor information sessions on admissions requirements and which curriculum best prepares students for success in college. OSU also has early college high school partnerships in which high school students simultaneously complete high school and an associate's degree from the local community college. Students who complete their degree through this program are admitted to OSU and offered a tuition scholarship or need-based grant.

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

The Diversity Achievement Award is a competitive award offered to entering undergraduate freshman and transfer students aimed at building upon the diversity and educational goals of the university. Evaluation of award application and financial need are also factored into selection process.

Generally, OSU's model is a Shared Responsibility Model which was adopted in 2009. The Shared Responsibility Model ensures that students that receive/qualify Pell Grants from the Federal Government will not pay any money to attend OSU. The Shared Responsibility Model works such that the state will offer some grant money to those that receive Pell grants and then OSU will pay the difference of the amount left after the Pell and OOP (Oregon Opportunity Grants) have been paid out.

OSU also works closely with the OSU Foundation and the Benton County Foundation to make sure there is need based scholarship money available for students. Additionally each department within OSU has their own scholarship programs with a mixture of academic and need based scholarships and grant programs.

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

OSU has a website dedicated to navigating the sometimes complicated world of financial aid. This site puts in plain language different OSU programs offered to lower-income prospective students and parents.

<http://oregonstate.edu/financialaid/information-parents>

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

OSU has an outreach program through the Financial Aid office and will go to high schools throughout the state to talk about how higher education can be affordable even though it may seem out of reach. This program is coupled with an admissions program that helps students understand the admissions process and is targeted not only for the traditional student but also the first generation and low income students that may not have a parent that can guide them through the process. The Student Support Services office is also a key player in this process as they are able to provide academic counseling, tutoring, and cultural enrichment opportunities for students who qualify for the program. In addition, financial assistance is available to students who meet certain additional criteria.

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

Students whose FAFSA results indicate moderate to high financial need are not charged an admissions application fee or advanced tuition deposit. Admissions also holds application workshops during which students and their parents are assisted in completing the admissions application. Eligible students are admitted on the spot and given information about scholarships they will receive.

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

OSU has many different policies and programs for financial aid, several of which are discussed above. There are also a number of less traditional programs including the Human Services Resource Center which provides emergency housing services, a food pantry, health insurance subsidies, food subsidies, student parents child care subsidies and much more.

OSU's Bridge to Success Program is a financial aid initiative that allows certain Oregon-resident students to attend OSU free of charge.

The program, which is the largest of its kind in Oregon, covers all tuition and fee costs for in-state students. Additional funds will cover books and supplies for half of qualifying students.

The awards are based on financial need and students' ability to show satisfactory progress toward completion of degrees, including taking 15 credits each term.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

A 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:

Oregon State University recognizes the importance of quality child care information and services for university-associated families. On the OSU Childcare & Family Resources site you will find on-campus resources like child care subsidies for students, staff and faculty, child care centers, research, lactation rooms and a map showing where they all are.

You'll also find links to the many community resources available. We keep an up-to-the-minute calendar of family friendly events happening in our community.

<http://oregonstate.edu/childcare/home>

A brief description of other policies and programs to support non-traditional students:

OSU has Degree Partnership Programs with all 17 Oregon community colleges, in which students apply through a single admissions application for both institutions, they are allowed to concurrently enroll and financial aid is coordinated using the combined credits/enrollment. This program has resulted in the average age of undergraduates at OSU to increase.

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::

[STARS Reporting Tool](#) | [AASHE](#)

	Percentage (0-100)
The percentage of entering students that are low-income	30.30
The graduation/success rate for low-income students	71.50
The percentage of student financial need met, on average	57.60
The percentage of students graduating with no interest-bearing student loan debt	10

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

<http://oregonstate.edu/financialaid/>

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Tracey Yee

Classification and Compensation Manager
Office of Human Resources

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Number of employees:

5,639

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

5,639

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

245

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

245

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

OSU established a formal compensation philosophy in 2012 with a goal to provide competitive salary practices, through comparison to appropriate talent markets, that are fair, equitable and financially sustainable. Staff and faculty compensation will be assessed and updated by a well-defined, professional, repeatable process that yields an objective benchmark analysis of compensation levels, that reflects market competitiveness of base salaries. Compensation for union-represented employees is set through a collective bargaining process, which includes assessment of base pay and benefits based on market survey and Consumer Price Index data.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Yes

Number of staff and faculty that receive sustainable compensation:

5,639

Number of employees of contractors that receive sustainable compensation:

245

A brief description of the standard(s) against which compensation was assessed:

OSU implemented a formal compensation program in December 2013 based on extensive salary benchmarking for Professional Faculty positions, by local, regional, and national markets - as well as by public, private sector, or higher education markets. This data will be updated and revised approximately every 2 years, and OSU's commitment is to provide competitive pay practices that are fair and equitable, as per the institution's Compensation Philosophy. Collective bargaining for union-represented employees occurs biennially, and salary comparisons and market survey data inform the compensation adjustment discussions as part of the negotiation process.

Additionally, OSU and the OSU Board of Trustees adopted a set of policies and standards based on the State of Oregon and former Oregon University System laws, rules, and guidelines overlay OSU practices. OSU is well within meeting the Oregon minimum wage rules and ensures that employees of contractors are compensated according to the Oregon Bureau of Labor and Industries wage and hour laws.

Locally, OSU considers local governmental compensation practices such as the City of Corvallis Living Wage Ordinance. Under this ordinance, the City has established a living wage rate as of July 1, 2014 of \$12.49 per hour, and this ordinance is one of many factors considered when OSU established its compensation philosophy.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

The lowest paid regular, full-time employees receive the equivalent of \$21.65 per hour in wages and employer-paid insurance benefits, not including additional benefits such as paid sick, vacation, or personal leave.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

The lowest paid regular, part-time employees who work at least 80 hours per month receive approximately \$14.50 per hour in wages and pro-rated employer-paid insurance benefits. This does not include additional benefits such as pro-rated sick, vacation, or personal leave.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

The lowest paid represented temporary, non-regular, staff receive a minimum of \$11.47 per hour in wages.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

The lowest paid temporary, non-regular, adjunct, or contingent faculty receive a minimum of \$30.98 per hour in wages and benefits.

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The lowest paid student employees receive \$9.25 per hour.

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

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

<http://hr.oregonstate.edu/policies-procedures/administrators/classification-compensation>

Assessing Employee Satisfaction

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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:

38

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

OSU has begun conducting annual campus climate surveys that include questions about employee satisfaction, employee advancement opportunities and work culture. While the surveys are not mandatory, the response rate is high.

These annual surveys are set in motion by OSU leadership and conducted by the Office of Equity and Inclusion.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Findings from the campus climate surveys will be used to inform actions by the Leadership Council for Equity, Inclusion, and Diversity, OSU leadership and Office of Equity and Inclusion to make OSU a more welcoming place and provide a more satisfying work experience for all OSU employees. Specific response mechanisms are being refined during FY15.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://oregonstate.edu/oei/leadership-council>

Wellness Program

Responsible Party

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

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
-

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The Faculty / Staff Fitness Program was started in 1984 with 10 activity classes enrolling 100 individuals. Today there are an average of 30-40 classes serving over 800 faculty/staff, GTAs/GRAs, spouses/partners, and retirees of the university each term. No membership fees are collected; a modest class fee is all that is charged. Services Include:

FSF Activity Classes - Each term, class schedules are distributed via our listserv list, on the web, or in 123 Langton Hall.

FSF Listserv - Beneficial program and class information in the form of monthly email announcements.

http://lists.oregonstate.edu/mailman/listinfo/fsf_participants

Lockers - Baskets, lockers(half/full), towels and showers are available for OSU personnel in both Langton Hall and the Women's Building.

Tri-annual Blood Screenings - Blood samples are drawn by the staff from Corvallis Good Samaritan Hospital's laboratory unit. Profile analyses are completed at the hospital and returned to FSF who then distribute them to the participants.

Blood Pressure & Pulse Rate Checks - Our fully automated monitor is FREE of charge and is located in Langton 123 (FSF headquarters). Hours are 8:00am-5:00pm, Monday through Friday.

Articles - A digest of health and fitness information available on our FSF website.

Annual Awards Picnic - Held in late May/early June, participants gather at the conclusion of each year to acknowledge and give recognition to fellow participants who by team, or individual accomplishment, and by nomination and selection, receive annual awards.

<http://health.oregonstate.edu/faculty-staff-fitness>

In addition to the Faculty / Staff Fitness Program, Faculty and Staff have access to the Dixon Recreation Center and the programs and services they offer. Recreational Sports program areas include: adventure, aquatics, fitness, intramural sports, safety, and sport clubs. Each program area offers a variety of activities designed to be inclusive of people of all skill levels and abilities. (

<http://oregonstate.edu/recsports/>

)

CAPS (Counseling and Psychological Services) is also available for faculty and staff. CAPS is available to consult with faculty, staff, and administrators. A CAPS counselor is "on call" Monday 10:00 - 4:30 and Tuesday through Friday 9:00 - 4:30 (737-2131, 500 Snell Hall) for urgent concerns, consultation, and referral.

"LifeBalanceOSU" helps faculty and staff maintain a healthy balance in life. The program strives to create a family-friendly environment where your work life or school life can be balanced with your personal life. (

<http://hr.oregonstate.edu/LifeBalanceOSU/>

)

Be Well is another effort at OSU by the Healthy Campus Initiative, a collaboration involving students, faculty, and staff. By emphasizing a culture of well-being, we support individuals and our community in adopting and maintaining healthy behaviors that will improve quality of life. A healthy campus provides added value, beyond what individuals provide for themselves. Be Well encourages members of the OSU Community to Be Active, Eat Healthy, Manage Stress, and stay Smoke-Free. In addition to providing resources, services and programs, our aim is to make sustainable changes to the fabric of OSU that will result in a healthier community.

<http://blogs.oregonstate.edu/bewell/>

OSU's Employee Assistance Program (EAP) is a free confidential service that can assist employees with problems that interfere with day to day activities. OSU has chosen Cascade Centers, Inc., as its EAP provider. Eligible employees and dependents are covered. This confidential service provides telephone contact and/or in-person sessions as needed to assist you in completing an intake, assessment and

referral.

<http://www.cascadecenters.com/index.php?tray=topic&tid=top10557&cid=26>

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

<http://hr.oregonstate.edu/lifebalance-osu/health-wellness>

Workplace Health and Safety

Responsible Party

Brandon Trelstad
Sustainability Coordinator
Sustainability Office

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	156	175
Full-time equivalent of employees	5,366.10	4,581

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 workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

Environmental Health and Safety assists departments in maintaining a safe and healthy university environment for staff, faculty, students, and visitors.

They provide training, consultation, and various safety and health services. They also help ensure Oregon State University abides by the regulatory requirements established at the local, state and federal level.

Focus areas include:

Construction

Ergonomics

General and Office Safety

Labs, including chemical, biological and radiological

Microproducts Breakthrough Institute

Principal Investigators

Trades shops

The website URL where information about the institution's workplace health and safety initiatives is available:

<http://oregonstate.edu/ehs/>

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Molly Brown

Sr. Director, Communications & Stewardship
OSU Foundation

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.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The OSU Foundation's Advisory Committee for Public Input on Investments is tasked to address environmental, social, and governance concerns about the Foundation's investment holdings. The advisory committee is comprised of foundation trustees, alumni, and staff who hear presentations from students, faculty, and other stakeholder groups and monitor larger national efforts around corporate responsibility. The advisory committee makes recommendations to the executive committee of the Foundation's board of trustees, which in turn may recommend full board action.

Additionally, the Oregon State Investment Group, a student-led organization, is charged with managing a portion of the foundation's portfolio and implementing such ESG strategies and negative screens which advance their investment objectives.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

OSU Foundation Advisory Committee for Public Input on Investments

Greg P. Merten
Retired Vice President & General Manager, Inkjet Supplies
Hewlett-Packard
(alumnus and OSU Foundation Trustee)

Greg R. Serrurier
Senior Vice President
Dodge & Cox
(alumnus and former OSU Foundation Trustee)

Steve Schauble
Vice President & Chief Financial Officer
OSU Foundation

Kevin Harvey
Associate Vice President, Finance
OSU Foundation

Molly Brown
Senior Director, Communications & Stewardship
OSU Foundation

Oregon State Investment Group

<http://business.oregonstate.edu/oregon-state-investment-group-osig>

Examples of CIR actions during the previous three years:

With a unanimous vote, the OSU Foundation Board of Trustees formally created the Advisory Committee for Public Input on Investments at its meeting on December 6, 2013. Prior to this time the board's Investment Committee was tasked with monitoring issues of investor responsibility. The advisory committee held its first meeting in March 2014 and during the months that followed considered a proposal for fossil fuel divestment from a group of faculty and students. The advisory committee delivered its recommendation to the board's executive committee, and in August 2014 the OSU Foundation Board of Trustees issued its position on fossil fuel divestment:

<http://osufoundation.org/about/financial/documents/Fossil%20Fuel%20Divestment%20Statement%20-%20Aug%202014.pdf>

0Aug%202014.pdf

The website URL where information about the CIR is available:

http://osufoundation.org/news/pressreleases/current/1211_investment_procedure/

Responsible Party

Molly Brown

Sr. Director, Communications & Stewardship
OSU Foundation

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 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

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

Total value of the investment pool:

447,147,466 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	5,256,703 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

Holdings reported above receive the highest ESG score as determined by the Foundation's investment consultants.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

[STARS Reporting Tool](#) | [AASHE](#)

The sustainable investment policy:

Sustainable investment practices are addressed in the Foundation's Investment Policy. Relevant paragraphs are excerpted below:

... As a fiduciary of private gifts provided to support this mission, the Foundation's primary investment objective is to achieve the highest long-term total investment return on investment assets that is compatible with the Foundation's risk tolerance and time horizons and consistent with prudent investment practices.

A successful, long-term investment strategy must include a diverse portfolio of companies that are excellent corporate citizens. The Foundation strives to invest in companies that maximize shareholder transparency and are committed to the protection of their workforce and natural environment over the long term.

The Foundation's investment staff will ensure that the Foundation's investment consultants provide ratings on environmental, social, and corporate governance ("ESG") factors for all new fund managers under consideration, and for all existing fund managers as part of the annual due diligence process. The Foundation's investment staff will report this information to the Investment Committee, and the Investment Committee will take this information into consideration when evaluating current and prospective fund managers, and when managing the Foundation's direct investments. ...

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

The Foundation's investment staff will ensure that the Foundation's investment consultants provide ratings on environmental, social, and corporate governance ("ESG") factors for all new fund managers under consideration, and for all existing fund managers as part of the annual due diligence process. The Foundation's investment staff will report this information to the Investment Committee, and the Investment Committee will take this information into consideration when evaluating current and prospective fund managers, and when managing the Foundation's direct investments.

Does the institution's sustainable investment policy include negative screens?:

No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

0

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

Foundation staff monitors and shares best practices and networks with peer institutions regarding issues and emerging trends in responsible investing. Primary networks include the Council for the Advancement and Support of Education (CASE)'s Institutionally Related Foundations group, Associated Governing Boards (AGB), the National Association of College and University Business Officers (NACUBO), and Mercer LLC.

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

http://osufoundation.org/news/pressreleases/current/1211_investment_procedure/

Investment Disclosure

Responsible Party

Molly Brown

Sr. Director, Communications & Stewardship
OSU Foundation

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.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

<http://osufoundation.org/about/financial/>

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

Responsible Party

Brandon Trelstad

Sustainability Coordinator
Sustainability Office

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:

Recycled Plastics to Produce a Fiber Feed for 3-D Printing

A brief description of the innovative policy, practice, program, or outcome :

OSU Polymer Processing and Characterization Laboratory
School of Chemical, Biological, and Environmental Engineering

Recycled Plastics to Produce a Fiber Feed for 3-D Printing

Nick Jursik and Dr. Skip Rochefort

3-D printing technology has seen major advancements in the last couple of years so that relatively inexpensive 3-D printers are now available and popping up all over the OSU Campus. The Valley Library recently made 3-D printing available to any student and also has a 24 hr web cam set-up for viewing of the articles being made (

<http://guides.library.oregonstate.edu/3Dprinting>

). The major drawback at the moment is the plastic available to make articles. The Valley Library 3-D printer is specifically designed for use with PLA (poly lactic acid), a biodegradable plastic that is NOT currently recycled. The most common plastic used in other 3-D printing technology is ABS (acrylonitrile-butadiene-styrene), a very common plastic material (think LEGO bricks) but it is also NOT recycled. None of the Big Six Plastics (the six largest commodity plastics which are commonly recycled and labelled with recycling codes 1 through 6) are currently used in 3-D printing but there is no technological reason why they couldn't be used. Our goal is to pull these plastic materials from the OSU recycled plastic waste stream, sort them into their individual recycling codes, shred them, and then process them using a laboratory scale plasticating extruder available in the CBEE Polymer Lab into a fiber to be used as the feed to a 3-D printer. The plasticating extruder is a common plastics processing piece of equipment which simply takes the solid polymer feed, melts it into a liquid, which then can be passed through a die to produce fiber of a desired diameter and length. We have this equipment in the lab and have recently purchased a MakerBot Replicator 2x 3-D printer (

<http://store.makerbot.com/replicator2x>

) similar to that currently available in the Valley Library (and at 7 other sites on the OSU campus...and growing).

To date, we have been able to collect HDPE (#2), PP (#5) containers and PLA cups from the OSU waste stream. The materials have been sorted, shredded and washed. The plastics were fed to the plasticating extruder to produce filament suitable for the 3-D printer. They have been successfully used as filament feed in the 3-D printer. However, since neither HDPE nor PP have ever been used in 3-D printing (anywhere), we are still working on establishing the 3-D printing specifications for these materials. Once we have perfected the technology, we will make this material available to the Valley Library so students can make 3-D articles from recycled plastics, a much more sustainable way to produce articles which generally do not have stringent performance requirements.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

As detailed above, positive measurable outcomes include reduction in the amount of recycled material sent off campus vs. processed immediately locally (on campus), reduction in the amount of virgin plastics needed for 3D printing and education and research value to the students and faculty involved in this focus on closed loop systems thinking.

A letter of affirmation from an individual with relevant expertise:

[ProtoPlant_STARSLetter.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	Yes
Campus Engagement	Yes
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---

Investment

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Responsible Party

Brandon Trelstad

Sustainability Coordinator

Sustainability Office

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:

Recycled Plastics for Green Building Insulation

A brief description of the innovative policy, practice, program, or outcome:

OSU Polymer Processing and Characterization Laboratory
School of Chemical, Biological, and Environmental Engineering

Recycled Plastics for Green Building Insulation

Britany Swann, Samantha Anderlie, Michaela Mockler-Martens, Dr. Travis Walker, and Dr. Skip Rochefort

Plastic waste is a worldwide problem, and some plastic articles such as expanded polystyrene (commonly called Styrofoam) are essentially not recycled anywhere. Some of the most common building insulation materials are made of expanded polystyrene that are all manufactured from virgin material. Several years ago the CBEE Polymer Laboratory (Dr. Rochefort) received a grant from Oregon BEST to build equipment to evaluate the thermal properties (R-value) of insulation materials. This led to the evaluation of using recycled plastics of all types as building insulation for “green building applications” in the US and as much needed inexpensive building insulation in Third World countries. We will continue this work utilizing plastics from the OSU waste stream, including Styrofoam which is difficult and expensive to have removed and is not recycled. We have measured the R-Values (insulating quality) of both mixed plastic wastes and “broken-up and compressed Styrofoam” packaged into “12 inch square pillows” which could easily be added to as insulation on the walls of houses. The R-values of approximately 4.4 – 4.6 per inch are very competitive with the current Dow Pink Styrofoam commercial product used in housing which was measured at 4.8 – 5.0 per inch. We are currently moving to a “small house model” test on the OSU Campus using the “recycled plastic pillows” as insulation.

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:

[\[STARS\]LetterForSkip.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	Yes
Campus Engagement	---
Public Engagement	---

Air & Climate	---
Buildings	Yes
Dining Services	---
Energy	Yes
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 3

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

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A brief description of the innovative policy, practice, program, or outcome:

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Water	---

Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

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The website URL where information about the innovation is available:

Innovation 4

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