



Southern Oregon 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:

Master

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

The boundaries of the institution's STARS submission are the Ashland Campus of Southern Oregon University and the Higher Education Center in Medford, Oregon.

Operational Characteristics

Criteria

n/a

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

Endowment size:

29,348,632 US/Canadian \$

Total campus area:

180 Acres

IECC climate region:

Marine

Locale:

Rural

Gross floor area of building space:

1,934,747 Gross Square Feet

Conditioned floor area:

Floor area of laboratory space:

27,717 Square Feet

Floor area of healthcare space:

11,016 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

363,380 Square Feet

Electricity use by source::

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

Biomass	---
Coal	---
Geothermal	---
Hydro	81.30
Natural gas	---
Nuclear	12.10
Solar photovoltaic	0.10
Wind	---
Other (please specify and explain below)	6.50

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

SOU purchased power from the City of Ashland Municipal Utility, which purchases its power from the Bonneville Power Administration. The numbers above are those reported by BPA as their power mix. Other sources of power are not specified.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	1
Fuel oil	0
Geothermal	0
Natural gas	99
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:

7

Number of academic departments (or the equivalent):

33

Full-time equivalent enrollment:

4,347.20

Full-time equivalent of employees:

599

Full-time equivalent of distance education students:

408

Total number of undergraduate students:

5,451

Total number of graduate students:

752

Number of degree-seeking students:

4,861

Number of non-credit students:

395

Number of employees:

747

Number of residential students:

951

Number of residential employees:

0

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

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,448	324
Number of sustainability courses offered	39	16
Number of courses offered that include sustainability	65	6

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

20

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

33

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):

[Sustainability Course Inventory FY14.doc](#)

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

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

<http://www.sou.edu/sustainable/programs.html>

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

A preliminary review of the SOU course catalog was conducted to identify courses that were candidates for designation as either sustainability-focused (SF) or sustainability-related (SR) courses based on the course descriptions. A list of potential SF or SR courses and their course descriptions was compiled. The Education and Research Subcommittee of the Sustainability Council evaluated the courses based on the stated learning outcomes and course objectives associated with each course and developed an initial list of sustainability courses. This year we built upon that list by surveying faculty using the qualitative snowball approach.

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

Other (please describe below)

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

Each course was counted once for each department it is listed under. For example, BI 340/ES 340 – Introductory Ecology is counted twice, as it is offered by both Environmental Studies and Biology. Courses that offer both graduate and undergraduate credits were counted once for undergraduate and once for graduate in each department it is being offered. For example, ES 482/582, GEOG 482/582 – Climatology, would be counted as four courses. We felt this was the best way to represent how many programs are offering sustainability courses.

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

	Yes or No
Internships	No
Practicums	Yes
Independent study	No
Special topics	Yes
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

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

Criteria

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

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

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

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

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

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

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

110

Total number of graduates from degree programs:

1,084

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

[Sustainability Degree Inventory.pdf](#)

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

Environmental Studies, BS with concentrations in: Cultural Resource Management, Earth Science, Ecology & Conservation, Land Use Planning, or Sustainability & Policy

Environmental Studies Minor

Outdoor Adventure Leadership, BA or BS

Outdoor Adventure Leadership Minor

Certificate in Sustainability Leadership

Environmental Education, MS

Economics: Applied Economics and Public Policy Option, BA or BS

Health & Physical Education, BA or BS

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

Several academic programs at Southern Oregon University have learning outcomes that encompass sustainability, or feature a required course that focuses on sustainability, such as Environmental Health or Ecological Economics and Sustainable Development. The learning outcomes for the Environmental Studies program can be found at

<http://sou.edu/envirostudies/goals.shtml>

. Some of the outcomes encompassing sustainability include:

Students will be able to integrate knowledge of natural and social sciences in addressing environmental issues.

Students will understand the importance of environmental stewardship in appreciating and caring for the natural resources on Earth.

Students will understand the culture of democracy in addressing environmental issues, including the roles of politics, science, and economics in decision making.

Students will have an understanding of and sensitivity to differing cultural viewpoints on environmental issues.

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

Undergraduate Program

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

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):

Bachelor of Science in Environmental Studies

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

A Bachelor of Science in Environmental Studies integrates natural sciences and social sciences to address complex environmental issues. This major provides the opportunity to develop an understanding of the complexity of natural systems, natural resource use and sustainability enabling students to appreciate and solve dynamic environmental issues. Students will research and address such global issues as climate change, water resource management, energy use, sustainable development, and the conservation of biodiversity.

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

<http://www.sou.edu/envirostudies/>

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

Bachelor of Arts & Bachelor of Science in Outdoor Adventure Leadership

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

The Outdoor Adventure Leadership program has been designed from an integrative perspective offering comprehensive coursework in outdoor leadership, outdoor recreation management, adventure planning, tourism, risk management, stewardship, conservation, and preservation. The curriculum will help prepare students for a variety of certification opportunities in the outdoor recreation profession including Avalanche I (Forest Service), Leave No Trace Instructor, Swift Water Rescue (ACA), Open Water Diver (PADI), Introductory Canoe and Kayak Instructor (ACA), Wilderness First Responder (WSI), Safe Serve, Challenge Course Facilitator, and the National Recreation and Parks Association Certified Parks and Recreation Professional certification. Graduates from this program will be prepared to pursue studies in higher education and/or vocational pursuits in the areas of adventure services, outdoor recreation leadership and management, tourism, camp management, parks and recreation services, guide services, adult and youth recreation, adventure programming, etc.

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

<http://www.sou.edu/hpe/outd-advent.html>

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

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

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

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

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

Yes

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

Certificate in Sustainability Leadership

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

The Certificate in Sustainability Leadership (CSL) is an undergraduate interdisciplinary program designed to prepare individuals for leadership roles in organizations committed to sustainable practices. The program is designed to give students a strong foundational understanding in the three E's of sustainability: economy, environment, and equity (also known as the Triple Bottom Line). The certificate provides students with a broad understanding of all of the major applied areas of sustainable organizational leadership, including alternative transportation, waste reduction, renewable energy, green building, corporate social responsibility, fair trade, shared

value, localization, community finance, and other emerging sustainable business practices.

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

http://catalog.sou.edu/preview_program.php?catoid=6&poid=1635&returnto=699

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

Environmental Studies Minor

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

A minor in Environmental Studies integrates natural sciences and social sciences to address complex environmental issues. This minor provides the opportunity to develop an understanding of the complexity of natural systems, natural resource use and sustainability enabling students to appreciate and solve dynamic environmental issues. Students will research and address such global issues as climate change, water resource management, energy use, sustainable development, and the conservation of biodiversity.

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

http://catalog.sou.edu/preview_program.php?catoid=6&poid=1680&returnto=699

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

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

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

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

Graduate Program

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Master in Interdisciplinary Studies (with a focus on Environmental Studies)

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

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

<http://www.sou.edu/cas/graduate/miis/>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

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.

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

Institution does not offer immersive educational programs.

Sustainability Literacy Assessment

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

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

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

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

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

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

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

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

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

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

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

Campus as a Living Laboratory

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.

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

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

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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:

17

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

176

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

7

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:

[Faculty_Research_Inventory2015_1.xlsx](#)

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

John Gutrich, Environmental Studies (Business, Communication & the Environment)
 Ric Holt, Economics (Social Sciences)
 Steven Jessup, Biology (STEM)
 Greg Jones, Geography/Environmental Studies (Business, Communication & the Environment)
 Charles Lane, Environmental Studies (Business, Communication & the Environment)
 Donald MacLurcan, Social Sciences, Policy & Culture (Social Sciences)
 Byron Marlowe, Business (Business, Communication & the Environment)
 Kathleen Page, Biology (STEM)
 Michael Parker, Biology (STEM)
 James Phillips, Anthropology (Humanities & Culture)
 George Quainoo, Physics and Engineering (STEM)
 Dan Rubenson, Economics/Social Sciences, Policy & Culture (Social Sciences)
 Steve Schein, Business (Business, Communication & the Environment)
 Mark Shibley, Sociology/Environmental Studies (Business, Communication & the Environment)
 Pete Schoeder, Biology (STEM)
 Eva Skuratowicz, Sociology (Social Sciences)
 Vincent Smith, Sociology/Environmental Studies (Business, Communication & the Environment)

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

The inventory of faculty engaged in sustainability research was compiled using information from the previous inventory coupled with responses from a faculty survey distributed using the qualitative snowball approach. Faculty identified in previous inventories that are no longer engaged in research were removed from this list.

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

Gregory Jones, a professor in SOU's environmental studies program, is engaged in sustainability research in agriculture, specifically looking at viticulture and wine production. He examines methods for growers that lead to more triple bottom line sustainability, especially in the face of climate change. The main goal is to help growers and producers understand sustainable practices and maximize their adaptive capacity, which therefore decreases their vulnerability to change, providing a longer lived business model.

Steve Schein, a professor in SOU's Business department, has developed two new classes, BA 483 Sustainability Leadership and BA 490 Case Studies for Corporate Sustainability, as well as the Sustainability Leadership Certificate Program, during the last two years. He has also presented his research on corporate sustainability and developing sustainable leadership mindsets at the International Conference on Business and Sustainability at Portland State University. Schein also completed a paper entitled "Maximizing the Shared Value of Corporate Social Initiatives: A 3C's Approach" this year and is submitting it for publication in various journals. He is also working on

two books: "Developing the Mindsets of Sustainable Leadership" and "How Corporations are Changing for a Sustainable Future."

Richard P.F. Holt is professor of economics at Southern Oregon University. He has authored, co-authored and edited a number of books including A New Guide to Post Keynesian Economics (Routledge, 2001) and the prize-winning The Changing Face of Economics (University of Michigan Press, 2004). His latest books include European Economics at a Crossroads (Edward Elgar, 2010), the prize-winning Local Economic Development in the 21st Century: Quality of Life and Sustainability (M.E.Sharpe, 2010) and the edited volume Post Keynesian and Ecological Economics: Confronting Environmental Issues (Edward Elgar, 2009). He has also published over sixty articles and book reviews in a variety of academic journals. His research areas include environmental and ecological economics, Post Keynesian economics, history of economic thought, complexity economics and game theory. His present projects are editing a single volume of letters by John Kenneth Galbraith for Cambridge University Press and A Brighter Future: Increasing the Standard of Living Now and for the Next Generation for M.E. Sharpe.

Dr. Vincent Smith is a professor of Sociology and Environmental Studies at Southern Oregon University. He is currently conducting research on the socioeconomic value of agriculture. Specifically, he is looking at the role of agriculture as a local source of food and capital. Dr. Smith's work looks at how much food is produced in the Rogue Valley and how much of that food stays within the valley. The data will be used to assess a series of programs designed to increase local food sales. Dr. Smith also does research that explores the use of spatial narratives and citizen science to improve relationships between citizens and sustainability scientists.

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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:

Southern Oregon University's student Green Fund reserves one-third of the total fund for student sustainability research projects. In the 2013 fiscal year, the Fund provided approximately \$35,000 for student sustainability research. In fiscal year 2014, the Fund had more than \$50,000 for student sustainability research projects.

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

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

Yes

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

SOU's Green Fund is also available to faculty working on sustainability research projects with students. During the first year that the Green Fund allowed requests for sustainability research funding, Environmental Studies and Sociology faculty members worked with several students to research developing a farm and sustainability center for campus, with support from the SOU Green Fund.

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

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

Yes

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

At SOU, faculty are evaluated on their scholarly activity involving interdisciplinary, transdisciplinary, and multidisciplinary research, often through collaborations between and among faculty across disciplines as demonstrated through the following various achievements:

- Artistic Performances
- Books
- Encyclopedia entries
- Gallery Exhibits
- Grants
- Invited book chapters
- Journal Articles
- Monographs
- Patents
- Presentations
- Published poems, plays, recordings, stories, and similar creative works
- Software Development

Scholarly activity is measured using several criteria including meaningfulness. To demonstrate scholarly activity is meaningful, achievements must contribute to the profession or the public good. Contributing to the profession may include, but is not limited to, looking at how work is cited or used by other scholars. Contributions may also be measured by how they build new knowledge within the discipline, integrate disciplinary knowledge into a multidisciplinary context, apply disciplinary knowledge in new ways to meet needs in the public or private sector, or convey disciplinary knowledge in new and creative ways to others.

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

<http://www.sou.edu/senate/constitution/bylaws-section5.html>

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:

Hannon Library provides considerable information resources, services, and instruction that provide ongoing support for sustainability research and learning at Southern Oregon University.

BOOKS

Currently Hannon Library's collection of 346,857 print books (as of 7/1/14) supports sustainability research. The print collection is supplemented by our subscription to ebrary's Academic Complete, a growing e-book collection that contains nearly 80,000 monographic titles with recent imprint dates. Additionally, Hannon Library is a participant in an Orbis Cascade Alliance consortial project to provide e-books based on patron selection (demand-driven acquisitions).

Keyword searches in our library catalog relating to sustainability education reveal the following strengths:

- Sustainable business – 1,046 electronic and physical books, 690 published 2010 or later
- Sustainable development – 2,512 physical and electronic books, 1,288 published 2010 or later
- Environmental or Ecology – 4,629 physical and electronic books, 352 published 2010 or later
- Global warming/Climate change – 524 physical and electronic books, 41 published 2010 or later
- Alternative energy – 544 physical and electronic books, 247 published 2010 or later

Students and faculty also have the opportunity to request print books at no cost from our consortium which includes 37 academic libraries in Oregon and Washington. Summit, the union catalog of the Orbis Cascade Consortium, contains over 10 million titles representing 30 million items. Materials are picked up and delivered daily via a courier system, with a delivery turnaround time of three to five business days.

Subject specialist librarians select books to support the university's academic programs including Biology, Environmental Education, and other disciplines relevant to sustainability research. During 2012-2013 additional funds were allocated to purchase books to support the Green House first year curriculum focused on "Food, Water and Garbage." More funds to support the Green House curriculum were specially allocated and spent during 2013-2014.

FILMS

In addition to Hannon's Library's extensive collection of VHS and DVD film recordings, Hannon Library purchased the online Filmmakers Library of over 1,000 films in streaming video. All films have been added to the library catalog and content includes films relating to environmental issues. Streaming video films can also be accessed at the Filmmakers Library website and browsed by subject headings.

JOURNALS

Hannon Library provides access to more than 1,500 print and electronic journals that deal with aspects of sustainability and environmental sciences. The majority are accessible as full-text online content in the sources listed below.

DATABASES AND ONLINE JOURNALS

Hannon Library provides online access to electronic resources that are useful for sustainability research. These include:

- Academic OneFile – suitable for University Seminar, Green House, and lower division research
- Academic Search Complete – suitable for University Seminar, Green House, and lower division research
- Academic Universe LexisNexis – suitable for lower and upper division research requiring news and legal materials
- Agricola – suitable for lower and upper division research drawing on applied life sciences
- American Chemical Society journals – suitable for lower and especially upper division research for students with a background in chemistry
- BioOne - suitable for lower and upper division research on sustainability in life sciences
- CQ Researcher – suitable for University Seminar research on public policy issues
- EconLit – suitable for lower and upper division research in economic aspects

- Environmental Studies and Policy Collection – suitable for lower and upper division research
- GreenFILE – suitable for lower and upper division research drawing on life sciences and government sources
- GREENR – suitable for lower and upper division on emerging green technologies
- JSTOR Arts & Sciences I, II, and III – suitable for lower and upper division recent and historical research
- Opposing Viewpoints - suitable for first year research on sustainability issues
- Sage Journals Online – suitable for lower and especially upper division research in social science and scientific aspects
- SpringerLink – suitable for lower and upper division research drawing on life sciences
- Wiley Online Library - suitable for lower and especially upper division research in science and social science aspects

RESEARCH GUIDES

Librarians at SOU create research guides (LibGuides) for academic programs. Research guides that will support sustainability research include those created for Biology, Chemistry, Environment, Geography, Green House, and so on.

INSTRUCTION AND RESEARCH ASSISTANCE

Subject librarians provide instructional sessions to classes in all academic programs as requested. Additional subject librarians meet with students for detailed research consultations and conduct research instruction in the classroom in their subject areas. Those most involved in instruction, in class or individually, for topics in sustainability include:

- Jim Rible – Biology, Chemistry, Green House
- Kate Cleland-Sipfle – Environmental Studies, Green House, Geography, International Studies
- Dorothy Ormes, Government information research, Political Science, University Seminar
- Connie Anderson – Business
- Dale Vidmar – University Studies, Website/Internet research

All librarians staffing the Reference Desk are prepared to field questions in sustainability studies. Referrals are made to subject specialists as needed or appropriate.

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

Access to Research

Criteria

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

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

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

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

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

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

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

Submission Note:

<http://sou.edu/sustainable/center-for-sustainability/index.html>

<http://sou.edu/sustainable/recycling.html>

"---" 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:

4,861

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

The Ecology & Sustainability Resource Center

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

4,861

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

Through the Ecology & Sustainability Resource Center (ECOS), peer-to-peer outreach activities are available to all students on campus. In collaboration with other sustainability-minded groups on campus, student educators mainly offer outreach, education and support in the areas of recycling and waste reduction, water consumption, gardening, healthy eating, climate change, bicycling, recycled art, divestment efforts, and environmental policy. ECOS provides peer-to-peer outreach through film screenings and discussions, cooking demonstrations, hands-on workshop series, general presence in the student union during important events, gardening workshops, group bike rides, recycled craft events, and signature-gathering for various campaigns.

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

Student educators initially interview with sustainability staff for paid positions within ECOS. Once these student staff members are selected, they coordinate and train volunteers to work alongside them on outreach efforts. Regularly, lead volunteers become the next generation of paid student staffers.

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

Upon hire, ECOS student educators attend a formal training before the start of fall term, during which all important aspects are discussed. This training covers university policy, budgetary logistics, outreach tactics, goals for the year, and is the time we create a communication and expectations policy for the group.

These students then train interested volunteers through a student-created volunteer training program.

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

ECOS is funded entirely through student fee dollars, including their half-time professional staff coordinator, who also oversees the Civic Engagement Program. Along with funding for the staff member, ECOS has a small budget to pay student staff (approximately 6-8 employees per year) and a programming budget that is divided between the community garden, SOU Bike Program and general event coordination.

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

SOU Full Circle Recycling Program

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

4,861

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

SOU's Full Circle Recycling Program was founded by students in 2011 as part of a senior capstone project focused on closing the gap between production and disposal by diverting waste from the landfill. The program is committed to providing comprehensive recycling services including conveniently located recycling stations throughout the SOU campus, development of educational programs and events, and serving as a resource center for SOU and the surrounding community. The largest peer-to-peer outreach activities occur during the RecycleMania competition in the form of recycling games and events to raise awareness and engage students in recycling on campus. Students that work for the recycling program also hold outreach events outside of RecycleMania, including tabling in the student union with recycling games and activities, hosting recycled craft events, offering recycling workshops, and having a presence at other major campus events such as Earth Day and the Health and Sustainability Fair. The program also coordinates outreach events for America Recycles Day and holds weekly Recycling Trivia Giveaways through the program's Facebook page.

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

Student educator positions for the recycling program are open to all SOU students. Interested students submit a resume and are interviewed by the Sustainability and Recycling Coordinator, who selects students for the program based on their enthusiasm, interest, and desire to spread recycling awareness and education to their peers.

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

Once hired, students working for the recycling program go through a hands-on training at SOU's Recycling Center. The hands-on training provides lasting knowledge on recycling in the region, including what items can/cannot be recycled and why, the process for local recycling, university policies impacting recycling, the history of the program, and where to go for additional resources.

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

The recycling program receives budgetary support from three campus departments, including Facilities Management & Planning, Housing, and Student Life. The budget includes a full-time staff person to oversee campus recycling and sustainability efforts, as well as funding for student positions, garbage and recycling fees, supplies, and other expenses.

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

Center for Sustainability

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

4,861

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

SOU's Center for Sustainability a living and learning laboratory for applied research and projects in sustainability. The Center serves as a community resource for sustainability education, fosters sustainable business development, promotes interconnectedness, and facilitates leadership training through thoughtful learning and practice. Student employees and volunteers at the Center host workshops, volunteer days, and other events to introduce students on campus to sustainable agricultural practices, including preparing land for production, planting, harvesting, distribution, and more.

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

Each year, the Center advertises positions for students, including a Farm Manager, Operations Manager, and Outreach Coordinator. All students are welcome to apply and interview for these positions. The student educators are interviewed and selected by the Center's Staff Coordinator.

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

Student educators are trained at the Center through a hands-on orientation to introduce them to the Center's operations, practices, and opportunities. Many of the student educators are students who served as volunteers or came to the Center for peer-to-peer mentoring in previous years.

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

The Center for Sustainability is funded through the student Green Fund, produce sales, CSA share sales, private donors, and grants.

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

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

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

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

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

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

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

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

<http://souecologycenter.org/>

Student Orientation

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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:

As part of the opening session of New Student Orientation, sustainability as a core campus value is addressed to all new students. RAs incorporate sustainability information (primarily focusing on recycling/waste reduction) into presentations made to all new and returning residents in the residence halls. The civic engagement component of New Student Orientation provides students with opportunities to become engaged in sustainability-related issues--from work in Lithia Park to the campus garden, from trail maintenance to watershed issues (these have all been options during one or more of the last four years). Meals at New Student Orientation highlight local and organic farms/providers.

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

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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	Yes
Programs through which students can learn sustainable life skills	Yes
Sustainability-focused student employment opportunities offered by the institution	Yes
Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions	No
Other co-curricular sustainability programs and initiatives	No

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

The Ecology and Sustainability Resource Center (ECOS) is a student organization that strives to expand environmental awareness and stewardship. ECOS operates a productive and educational community garden, with garden plots available to members of the community. ECOS also operates a Bicycle Program which offers a bike loan program, assists students with bicycle repairs, and enhances the bike culture at SOU through group rides, workshops and other educational events. Along with a multitude of events, ECOS offers ink cartridge recycling, houses an environmentally-themed library, provides free coffee mugs and water bottles, and loans reusable dishware to groups on campus.

The website URL where information about student groups is available:

<http://souecologycenter.org/>

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 Ecology and Sustainability Resource Center (ECOS) student organization operates an organic garden on the SOU campus, founded more than ten years ago. More than 70 garden plots are made available to students and community members. Organic farming techniques are employed at the garden. A small orchard of fruit and nut trees grows out front and an information kiosk stands by the front gate. The spacious, 40-foot greenhouse is a welcome resource for growers as it allows us to start our seedlings in the cold days of March and April and can also be used for winter growing.

SOU also recently established the new Center for Sustainability. The SOU Center for Sustainability is a living and learning laboratory for applied research and projects in sustainability. The Center serves as a community resource for sustainability education, fosters sustainable business development, promotes interconnectedness, and facilitates leadership training through thoughtful learning and practice. The Center features SOU's first campus farm, which is being developed on 5 acres of land. The farm, which just completed its first year of harvest, has the potential to produce 118,000 pounds of organic produce over the next five years. This food will be used to reduce food insecurity throughout the campus community and to provide long-term financial support for The Center. Produce being grown on the farm includes: strawberries, lettuce, kale, kohlrabi, spinach, garlic, melon, tomatoes, eggplants, peppers, green beans, carrots, winter squash, broccoli, onions, potatoes, arugula.

The campus farm at the Center for Sustainability uses its harvest for a CSA program that is open to all staff and faculty on campus. Faculty and staff pay market rates for a CSA share, which runs June-October. All CSA participants receive a fresh box of produce delivered to their office each week during the harvest season. All produce for the CSA is grown and harvested by students on the campus farm.

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

<http://sou.edu/sustainable/center-for-sustainability/index.html>

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

The SOU Center for Sustainability and campus farm are student-run enterprises that provide students with hands-on experience in sustainable agriculture, program development, fundraising, leadership, volunteer coordination, event planning, marketing, business incubation, and other lifelong skills. Students working for the Center for Sustainability run the student farm stand, which is held on

campus once each week throughout the growing season. Students are responsible for operating the farm stand, from the harvesting of the produce to marketing and selling products. The stand primarily serves SOU students to provide food security by providing a student discount program. Faculty, staff, and community members may also purchase food through the farm stand at market rates.

The Center for Sustainability's mission is to serve as a living and learning laboratory for applied research and projects in sustainability. The Center serves as a community resource for sustainability education, fosters sustainable business development, promotes interconnectedness, and facilitates leadership training through thoughtful learning and practice.

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

<http://sou.edu/sustainable/center-for-sustainability/index.html>

A brief description of the sustainable investment or finance initiatives:

In 2013, students voted to renew their self-imposed green fee of \$10-\$15 per term. A portion of the fee is allocated to the student-managed Green Fund, totaling approximately \$90,000 per year for sustainable projects. The Green Fund is governed by the Environmental Affairs Committee (EAC). Projects seeking funding from the Green Fund must submit a proposal to the EAC for consideration. EAC, comprised of all students with a staff adviser, evaluates projects for their impact on campus sustainability and return on investment among other values, helping students to build skills and gain experience in responsible investments and governance. SOU's Green Fund is entirely student-initiated and student-governed.

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

<http://sou.edu/sustainable/whatcanido.html>

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

The Sustainability Office collaborated with student resource centers to host the 2014 Campus Sustainability Day event. This event consisted of several activities including solar array tours, tours of the organic community garden and apiary, a recycled crafts workshop, a homemade moisturizer workshop, and more.

The Ecology & Sustainability Resource Center (ECOS) student organization organizes the annual Earth Day event on campus. In 2012, part of the Earth Day event focused on Rogue Valley Cooperatives, featuring a panel of local cooperative leaders and several videos of different types of cooperatives around the world. This event was open to campus and community members.

SOU's Native American Studies Department hosts the Native American Ecological Educational Symposium. Last year, the Symposium welcomed 11 speakers to campus who covered topics surrounding ecology and sustainability. The event is free for students and open to the community for a small fee.

Other campus speaking events related to sustainability include:

"Global Warming: History, Science, & Technology, or How We Know What We Know";

"Climate Reality" with Bill Bradbury; and

Bobby Seale speaking about the Real Black Panther Party and how all human rights issues today are intertwined, interdependent, and interrelated with ecological environmental problems, political issues, and global economics.

Former SOU President, Mary Cullinan, created the Insights Distinguished Lecture Series "to showcase the excellent work of our faculty and to share the high caliber of SOU teaching and research with audiences from on and off campus." This year, the Series featured a presentation entitled "Climate, Grapes and Wine: Understanding Terroir Influences in a Variable and Changing Climate" by a faculty

member and contributing author to the 2008 Nobel Peace Prize-winning Intergovernmental Panel on Climate Change Report. This presentation addressed issues of climate change and its impacts on the region's people and the wine industry.

The Science Department offers a "Friday Science Seminar" speaker series which features presentations by campus and community members on sustainability. In the last two years, a presentation was made by a chief scientist from the Geo Institute entitled "The Forgotten Forests;" an SOU Environmental Studies faculty member presented on "The Socioeconomic Value of Food Gardening Today and Tomorrow;" and a visiting Biology professor spoke about the claims of climate change contrarians.

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

<http://sou.edu/sustainable/events.html>

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

SOU's Schneider Museum of Art recently featured an exhibit by Willie Cole. The exhibit, Transformations and Illuminations, included the installation, From Water to Light which featured Willie Cole's newest artistic obsession: water bottles. With this material he redefines recycling as reincarnation, repurposing over 10,000 recycled water bottles to create chandeliers and rooms filled with a spiritual aura. According to Cole, "From Water to Light pays homage to the natural feminine forces of water, light, and air, and to the earth itself." The installation consists of 10,000 recycled P.E.T. water bottles configured into two chandeliers, each six feet in diameter and seven feet long, that hang in a large room.

Rather than 'recycling', Cole uses the term 'upcycling' to describe his transformation of ordinary domestic and used objects such as irons, ironing boards, high-heeled shoes, hair dryers, bicycle parts, wooden matches, lawn jockeys, and other discarded appliances and hardware, into imaginative and powerful works of art and installations. Through the repetitive use of single objects in multiples, Cole's assembled sculptures acquire a renewed metaphorical meaning, or become a critique of our consumer culture. Cole's 'upcycled' assemblages challenge viewers to see beyond an object's function.

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

<http://sma.sou.edu/current/pastexhibitions/>

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

The Outdoor Program practices Leave No Trace principles on all of its trips, which are organized throughout the year and accessible to the entire campus community. Leave No Trace is taught in all staff trainings, and the program teaches bi-annual courses in Leave No Trace leadership.

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

<http://sou.edu/outdoorprogram/>

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

The university selects a different theme for the campus each year. These have been quite diverse, but all have components of sustainability within them. For instance, for the 2009-2010 school year, SOU's theme was "On Being Human" and presentations and events centered around fostering sustainable communities and relationships. One lecture, "People Helping People: Meeting Basic Needs

in the Face of Scarce Resources," consisted of panelists from local nonprofits discussing responsible business leadership.

Other campus themes have included Civility and Happiness. For the 2014-2015 academic year, the campus theme is Revolution, including a presentation entitled, "Relentless Revolution: This is not your Father's Mother Earth." This presentation explored sustainability-related questions on the impacts of population growth on agriculture, government, municipalities, climate, etc.

The website URL where information about the theme is available:

<http://www.sou.edu/humanities/campustheme/index.html>

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

The model residence hall room open for tours highlights several sustainable living principles including recycling bins, bike hooks to hang bicycles, power strips, and an energy star refrigeration unit.

For several years the Ecology and Sustainability Resource Center has partnered with Health and Wellness Services to provide Health and Sustainability Workshops for students. These workshops give students the opportunity to learn sustainable life skills such as: how to make kombucha, growing garlic, sprouting, fermented foods, beekeeping, and small space gardening.

Additionally, the campus community garden offers several gardening workshops each year, including seed starting, garden bed preparation, and gardening 101.

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

<http://souecologycenter.org/events-2/>

A brief description of sustainability-focused student employment opportunities:

There are numerous sustainability-focused student employment opportunities at SOU, including positions within the Ecology and Sustainability Resource Center, the Sustainability and Recycling office, and the Center for Sustainability.

The Sustainability and Recycling office employs a student Sustainability Outreach Coordinator and a student Zero Waste Education Coordinator. The Zero Waste Education Coordinator organizes and administers activities throughout the year for the SOU campus and community which focus on waste reduction and practices such as reducing, reusing, recycling and composting. This may include hosting educational workshops, tabling at campus events, coordinating recycling events, and/or leading SOU's participation in the national recycling competition RecycleMania. The Zero Waste Education Coordinator may also work with various campus departments and organizations to develop practices and procedures for hosting zero waste events on campus. The Coordinator works closely with the Sustainability & Recycling Coordinator to provide waste education to the campus to improve SOU's overall recycling and diversion rate.

The student Sustainability Outreach Coordinator organizes and administers campus events, activities, challenges, and workshops to improve sustainability literacy for the campus population. This may include developing programming, organizing energy competitions in the residence halls, coordinating green teams, and/or maintaining a social media presence to engage students, staff, and faculty in campus sustainability efforts and to encourage sustainable behaviors. The Sustainability Outreach Coordinator may also work with various campus departments and community partners to organize events, identify conservation strategies, or complete sustainability projects in their area of interest.

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

<http://www.sou.edu/studentemployment/index.html>

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

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

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

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

Outreach Materials and Publications

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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	No
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:

SOU's sustainability website provides information on sustainability-related events; the Sustainability Council; articles in local newspapers; courses, degrees and concentrations; faculty; current initiatives and future plans; the SOU Climate Action Plan; the Center for Sustainability; and student projects. The site is also currently undergoing construction to create a more streamlined site for students, staff, faculty, and the public to get information on SOU's sustainability efforts and ways to get involved.

The website URL for the central sustainability website:

[STARS Reporting Tool | AASHE](#)

<http://www.sou.edu/sustainable/>

A brief description of the sustainability newsletter:

A quarterly sustainability newsletter is emailed to the entire campus population each term. The newsletter includes updates on energy usage and waste generated on campus; a highlight of sustainability-related student projects; articles on sustainability initiatives; updates on the Sustainability Council; and more.

The website URL for the sustainability newsletter:

<http://us1.campaign-archive2.com/?u=5290587952033d7cdb2e171db&id=36b02706f5&e=2067450bde>

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

SOU has several social media platforms that focus on campus sustainability. The following campus sustainability groups each have Facebook pages where they post events, updates, facts, tips, and other relevant information for the campus and community relating to sustainability:

SOU Sustainability and Recycling
Ecology and Sustainability Resource Center (ECOS)
Center for Sustainability

The SOU Green House also has a Facebook and Twitter page. The SOU Green House is an exciting new solution-oriented learning community at Southern Oregon University that focuses on sustainability, adventure, leadership, and applied research. Students, faculty and community members work together to understand and solve problems through investigation, collaboration and action.

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

<https://www.facebook.com/sourecycles>

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

The Rogue Journal of Undergraduate Research (RJUR) accepts submissions of research to be considered for publication. Additionally, SOU's Sustainability Newsletter features student sustainability research when appropriate.

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

<http://www.sou.edu/rjur/>

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

In the lobby of the LEED Platinum Higher Education Center in Medford, OR visitors can learn about the building's green features and its solar performance. A monitor in the lobby displays a dashboard by Deck Monitoring with information on the amount of solar energy being produced. There is also signage highlighting the green building features.

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

<http://live.deckmonitoring.com/?id=highereducationcenter>
STARS Reporting Tool | AASHE

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

The campus dining areas have signage on the walls and every dining table with information about nutrition, local foods, trayless dining, waste reduction, packaging, and composting. The signage on the tables include scanable tags for students to learn more about SOU's sustainable dining practices and find tips for ways to incorporate sustainability into their own lives.

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

<http://campus-dining.com/my-campus/sou>

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

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:

Sustainability tours are available upon request. Sustainability tours include a walking tour of campus highlighting existing sustainability practices including the bike share program, recycling program, Center for Sustainability, organic community garden, LEED buildings, Ecology and Sustainability Resource Center, and other campus sustainability projects and resources.

The website URL of the sustainability walking map or tour:

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

Southern Oregon University's Commuter Resource Center's website includes information for commuters on alternative transportation including walking, biking, skating, transit, and ride sharing.

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

<http://www.sou.edu/crc/driveless/index.html>

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

SOU's newly revamped bike program offers ongoing support for bicyclists and pedestrians on campus. The program hosts educational events and workshops, including how to weatherize your bike, biker safety, and bike repair workshops.

SOU's Drive Less Connect campaign also provides materials for bicyclists and pedestrians. The program gives students an opportunity to sign up for a free Go Kit, where they can request materials on their chosen mode of transportation. Materials available to students include maps, safety guides, reflective stickers, bike lights, and more.

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

<http://www.sou.edu/crc/driveless/index.html>

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

SOU's Housing Department supplies students and visitors with a brochure detailing the green features of the LEED Gold residence halls, as well as sustainable living tips for students. Some of the tips found in the brochure include:

Use EnergyStar electronics and compact fluorescent light bulbs;

Set a schedule for your thermostat to turn off during class or other times when your apartment is vacant;

Reduce electrical 'phantom' loads by plugging electrical items into a surge protector and turning it off when not in use; and more!

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

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):

SOU's Ecology & Sustainability Resource Center (ECOS) publishes a monthly newsletter highlighting student sustainability initiatives on campus, current sustainability events, and opportunities to get involved.

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

<http://souecologycenter.org/get-involved/>

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

Yes

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

SOU's organic community garden publishes a monthly newsletter with information on current sustainability and gardening news, organic and seasonal gardening tips, sustainability events, and more.

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

<http://souecologycenter.org/programs/garden-program/>

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

Yes

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

SOU's Sustainability Office sends out a Sustainability Tip of the Month to the entire campus community. Monthly sustainability tips cover a broad spectrum including waste, water, energy, community service, health and wellness, engagement, and more.

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

<https://www.facebook.com/media/set/?set=a.544984298920931.1073741828.138169172935781&type=3>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

RecycleMania

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

Southern Oregon University takes part in RecycleMania, an 8-week recycling competition between over 600 colleges and universities in the U.S. and Canada, connecting over 7.5 million students. During the competition, schools report the amount of recycling and trash collected. Each week schools are ranked in various categories, directly competing with other schools. SOU competed in the Per Capita Challenge for the first time in 2013. As part of the RecycleMania competition, SOU's Recycling Program hosted recycling games and activities weekly to promote the competition and increase awareness and education around recycling on campus.

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

During RecycleMania, SOU's recycling contamination rate dropped from 15% to as low as 6%. The campaign reached hundreds of students, staff, and faculty through the weekly activities which included a recycling scavenger hunt, recycling trivia, DIY recycled valentines, a film showing, and more.

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

<http://sou.edu/sustainable/recyclemania.html>

The name of the campaign (2nd campaign):

Raider Reclamation

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

SOU's Recycling Program also hosts the annual Raider Reclamation, a residence hall move-out waste diversion event. Each year during residence hall move-outs tons of recyclable and reusable items are dumped in the trash and trucked to the landfill. During SOU's annual Raider Reclamation, collection stations are staged in campus residence halls to collect move-out waste from students before they reach the dumpster. These items are then donated to Southern Oregon Goodwill, contributing to the creation of jobs and career development opportunities for underprivileged individuals in our community. The campaign sought to educate students on how to divert their waste from the landfill by recycling and donating reusable items to organizations such as the Goodwill, while reducing overall move out wastes.

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

In 2013, SOU's Raider Reclamation event diverted more than 8,400 lbs of reusable and recyclable items from the landfill. In 2014, the campaign diverted 6,722 lbs.

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

<http://www.sogoodwill.org/moveoutsou/>

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

Employee Educators Program

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

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

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

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

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

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

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

Total number of employees:

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

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

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

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

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

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

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

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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:

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

All new faculty members at SOU take part in two orientation ceremonies--MyOregon, a two day workshop; and an orientation day. During the MyOregon workshop, faculty are introduced to the region. The workshop includes a discussion on "Partnerships for Education and the Environment" and "Sustainable Agriculture and Agritourism." These sessions introduce new faculty to the idea of sustainability and how to bring it into their classrooms.

New employees and existing employees needing a refresher course attend an orientation where they learn about campus departments, procedures and operations. During this orientation, the Sustainability & Recycling Office hosts a brief presentation on campus recycling and sustainability efforts. In this presentation, attendees learn about current programs, services offered, resources available to them, and how to utilize those services.

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

Staff Professional Development

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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 :

SOU's Sustainability & Recycling Office offers several trainings and workshops throughout the year open to all staff, faculty and students. Regular workshops include a recycling workshop, providing information on the campus program, regional recycling guidelines, and waste reduction strategies.

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:

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

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
 Facilities Management & Planning

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:

Southern Oregon University holds a permanent seat on the City of Ashland's Conservation Commission. SOU works with the Conservation Commission to educate and advocate for the wise use of resources by the city government and the people of Ashland.

SOU's recycling program has partnered with Southern Oregon Goodwill to provide opportunities for students, staff, and faculty to donate unwanted items to the local Goodwill through campus collection drives. Southern Oregon Goodwill recycles or resells all items collected and invests \$.84 of every \$1.00 in career services and counseling for the local community.

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

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

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

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

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://www.ashland.or.us/CCBIndex.asp?CCBID=193>

Inter-Campus Collaboration

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

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:

SOU staff and faculty presented on several topics at the AASHE 2014 conference. Their presentations consisted of the following:

Taxing Campus Air Travel to Create a Climate Action Fund

Establishing Sustainability as a General Education Directive

Collaboration and Communication Across the Administrative Divide

SOU also submitted a case study on the development of the new Center for Sustainability and campus farm to the annual AASHE awards, entitled "Creating a Living & Learning Laboratory for Applied Sustainability and Campus Farm Through Collaboration and Student Engagement." SOU was recognized as a runner-up for the award.

Southern Oregon University students also presented at the Oregon Higher Education Sustainability Conference in 2013 on socially responsible investments and the campaign to divest from fossil fuels. The students met with the Internal Bank and are working with other Oregon schools to encourage the Oregon University System to divest from fossil fuels system-wide and engage in socially responsible investing.

SOU students and staff also partnered with the Bonneville Environmental Foundation to present at the AASHE Conference 2013, in Nashville, TN. The group presented on the university's student-led Green Fund and becoming the first university to offset 100% of its water use.

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:

SOU is an AASHE member institution and STARS participant.

The Sustainability & Recycling Coordinator serves on the local City of Ashland Conservation Commission. The powers, duties and responsibilities of the Commission are to educate and advocate for the wise and efficient use of resources by the City of Ashland and Ashland citizens. The Commission recommends to the City Council the adoption of policies, implementation strategies and funding related to: recycling, source reduction and solid waste/landfill issues; electric conservation issues; water conservation issues; resource conservation issues; new power resource decisions, but not decisions involving wholesale power contracts; renewable resource decisions; education of citizens about resource efficiency issues.

The coordinator is also a member of the Campus and University Recycling Coalition.

Several campus members have received certification by the Jackson County Master Recycler training program. The Sustainability & Recycling office provided two scholarships in 2014 for students, staff, and/or faculty to attend the training and become certified.

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

SOU collaborates with other sustainability coordinators from colleges and universities throughout Oregon through regular phone calls and meetings at sustainability conferences. We are currently working with representatives from other Oregon and Washington institutions to plan the next Oregon Higher Education Sustainability Conference. SOU also participates in the U. S. Environmental Protection Agency's Green Power Partnership.

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

<http://www.aashe.org/resources/case-studies/creating-living-learning-laboratory-applied-sustainability-and-campus-farm-th>

Continuing Education

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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.

"---" 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:

3

Total number of continuing education courses offered:

440

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:

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

No

A brief description of the certificate program:

Year the certificate program was created:

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

<http://sou.edu/dce/community-programs.html>

Community Service

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

Criteria

Part 1

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

Part 2

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

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

Submission Note:

The Civic Engagement Program hosts a variety of small- and large-scale service events throughout the year. Along with national days of service including Make a Difference Day and Martin Luther King, Jr. Day, we plan and implement Alternative Breaks three times per year; coordinate annual community service events for incoming students; and organize recurring volunteer events for individuals and small groups.

Along with community service opportunities offered through the CE Program, myriad courses require students to fulfill community-based learning hours.

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

Number of students engaged in community service:

1,750

Total number of students :

5,403

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

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

35,000

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

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

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

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

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

<http://sou.edu/su/ce>

Community Stakeholder Engagement

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*.

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

Participation in Public Policy

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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?:

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:

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

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

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

Trademark Licensing

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

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

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

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

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:

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

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

For the FY2012 GHG Inventory, SOU worked with an external consultant to collect, analyze, and report GHG emissions. The consultant used the Clean Air Cool Planet calculator.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year

Scope 1 GHG emissions from stationary combustion	<i>3,886 Metric Tons of CO2 Equivalent</i>	<i>4,261 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>149 Metric Tons of CO2 Equivalent</i>	<i>209 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>4,483 Metric Tons of CO2 Equivalent</i>	<i>4,780 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	<i>3,651 Metric Tons of CO2 Equivalent</i>	<i>3,904.90 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:

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

Carbon offsets for Southern Oregon University were purchased through the Bonneville Environmental Foundation. The offsets supported the Tatanka wind farm on the Dakotas border.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,137	1,008
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	4,875	3,764.50
Full-time equivalent of employees	601	596.50
Full-time equivalent of distance education students	393	203

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

	Start Date	End Date
Performance Year	July 1, 2011	June 30, 2012
Baseline Year	July 1, 2007	June 30, 2008

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

Gross floor area of building space, performance year:

1,470,229 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	27,717 <i>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>2,071 Metric Tons of CO2 Equivalent</i>
Commuting	<i>6,227 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	<i>46 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

<http://rs.acupcc.org/ghg/2778/>

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

Southern Oregon University is continuously working to reduce the campus' greenhouse gas emissions. Facilities continues to renovate existing buildings to LEED standards, upgrade equipment with more efficient technologies, improve building envelope, and upgrade lighting campus wide to reduce overall energy consumption. Additionally, the campus is currently running the Drive Less Connect: SOU campaign to reduce the number of drive alone trips students make to campus. The campaign focuses on educating, enabling and empowering students to choose alternative modes of transportation. Finally, the Sustainability Council is in the final stages of passing a proposal for the campus to pay a tax on all air travel expenditures. This tax would be used to create a Climate Action Fund that would

support carbon reduction initiatives on campus.

Outdoor Air Quality

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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:

The Facilities Management and Planning department trains all employees operating campus vehicles to turn off the engine when the vehicle is idle for more than one minute. Additionally, the university continues to replace older landscaping equipment (mowers, blowers, etc.) with newer equipment that generates fewer emissions, choosing batter-powered equipment when possible.

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:

Southern Oregon University conducts an inventory of air emissions from stationary campus sources annually. Total emissions for a series of pollutants are calculated based on the amount of natural gas purchased for use in campus boilers. This information is then reported to the Oregon Department of Environmental Quality.

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

	Weight of Emissions
Nitrogen oxides (NOx)	3.65 <i>Tons</i>
Sulfur oxides (SOx)	0.06 <i>Tons</i>
Carbon monoxide (CO)	3.07 <i>Tons</i>
Particulate matter (PM)	0.09 <i>Tons</i>
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	0.20 <i>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:

Southern Oregon University continues to look for opportunities to minimize air pollutant emissions from stationary sources. The university is currently conducting a study to determine the feasibility of replacing the campus' aging natural gas boilers with a biomass cogeneration facility.

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

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

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.

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

Does the institution have any building space certified under the following green building rating systems for existing buildings?:

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

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	No
Other non-GBC rating systems (e.g. BOMA BEST, Green Globes)	No

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

Total floor area of eligible building space (operations and maintenance):

1,714,112 *Square Feet*

Floor area of building space that is certified at each level under a 4-tier rating system for existing buildings used by an Established Green Building Council::

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	0 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 3-tier rating system for existing buildings used by an Established Green Building Council::

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

Floor area of building space that is certified at each level under a 5-tier rating system for existing buildings used by an Established Green Building Council::

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

Floor area of building space that is certified at any level under other green building rating systems for existing buildings:

Floor area of building space that is maintained in accordance with formally adopted sustainable building operations and maintenance guidelines or policies, but NOT certified:

1,714,112 *Square Feet*

A copy of the sustainable building operations and maintenance guidelines or policies:

[Green Purchasing Policy.pdf](#)

The date the guidelines or policies were formally adopted:

April 21, 2010

A brief description of the sustainable building operations and maintenance program and/or a list or sample of buildings covered:

All buildings on the SOU campus are operated and maintained in accordance with sustainable operations and maintenance guidelines and policies.

Art Building

Britt Hall

Campbell Center

Campus Public Safety Building

Cascade Complex

Central Hall

Churchill Hall

Computing Services Center

Cox Hall

Deboer Sculpture Building

Digital Media Center

Education/Psychology Building
Facilities Management and Planning Building
Greensprings Residence Hall Complex
Grounds Maintenance and Motorpool Building
Hannon Library
Hawk Dining Commons (excluded from sq. ft. in this credit, as it is LEED Certified NC)
Madrone Residence Hall
Marion Ady Building
McNeal Pavillion
McLoughlin Hall (excluded from sq. ft. in this credit, as it is LEED Certified NC)
Meyer Fitness Center
Music Building
Plunkett Center
Recycling Center
Schneider Museum
Science Hall
Shasta Hall (excluded from sq. ft. in this credit, as it is LEED Certified NC)
Stevenson Union
Student Health and Wellness Center
Susanne Holmes Residence Hall
Taylor Hall
Theatre Arts Building

A brief description of how the institution ensures compliance with sustainable building operation and maintenance guidelines and policies:

When furnaces and air conditioners are replaced, Energy Star-certified equipment is installed. Energy-efficient equipment with the most up-to-date energy efficiency functions is purchased. Incandescent and T-12 fluorescent light sources are phased out and replaced with high efficiency lights. When plumbing fixtures are replaced, high-efficiency fixtures are installed. Only Green Seal-certified cleaning products are purchased. An Integrated Pest Management strategy is utilized in dealing with pest problems. Products with low VOC content are specified when purchasing materials.

The website URL where information about the institution's certified buildings and/or sustainable operations and maintenance guidelines or policies is available:

<http://www.sou.edu/sustainable/action.html>

Building Design and Construction

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

SOU's LEED Gold Certified Raider Village housing and dining complex opened in Fall 2013.
 The SOU/RCC Higher Education Center, not included in this credit, is LEED Platinum Certified.

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

256,733 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	220,635 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

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

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

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

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

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

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

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

36,098 Square Feet

A copy of the guidelines or policies :

[Green Purchasing Policy.pdf](#)

The date the guidelines or policies were adopted:

April 21, 2010

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

SOU's Green Purchasing Policy includes a section on Green Building, stating:

"8. Green Building

a. Green building concepts shall be integrated into architectural designs, construction documents, and the construction of and renovations to all SOU buildings.

b. All new buildings and major renovation projects shall achieve the U.S. Green Building Council's LEED Silver Certification, at a minimum. New buildings shall target LEED Gold or Platinum Certification.

c. When purchasing materials such as paint, carpeting, adhesives, furniture and casework for building maintenance, products with the

lowest amount of volatile organic compounds (VOCs), the highest recycled content, and low or no formaldehyde shall be used. Paint used on the campus shall meet the Green Seal GS-11 Standard for Low VOC content.

d. The distributors and/or manufacturers of all carpet installed at SOU shall have a carpet recycling plan.

e. The use of chlorofluorocarbon (CFC) and halon-containing refrigerants, solvents, and other products shall be phased out. New purchases of heating, ventilating, air conditioning, refrigeration, insulation, and fire suppression systems shall not contain these chemicals."

Churchill Hall was renovated 2012 in accordance with green building guidelines, but did not seek certification. The construction documents required the renovation to exceed the state building code by 20 percent or more regarding energy, and for project to be a model of energy efficiency.

Raider Village, a residential and dining complex, was constructed in 2013, receiving LEED Gold certification in early 2014.

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

Green building concepts shall be integrated into architectural designs, construction documents, and the construction of and renovations to all SOU buildings. All new buildings and major renovation projects shall achieve the U.S. Green Building Council's LEED Silver Certification, at a minimum, when practicable. New buildings shall target LEED Gold or Platinum Certification.

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

<http://www.sou.edu/sustainable/action.html>

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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:

1,934,747 *Square Feet*

Gross floor area of building space:

1,934,747 *Square Feet*

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

All campus buildings are regularly monitored and maintained to ensure proper air quality for building occupants. Air filters are cleaned and replaced according to manufacturer standards. Building occupants are able to register complaints or raise concerns with air quality with their building manager. These complaints may then be entered into FAMIS, our facilities maintenance work order system. All air quality complaints are promptly addressed by the Environmental Health & Safety manager.

The LEED Platinum Higher Education Center features CO2 sensors that control the building ventilation rate based on the levels of CO2 in the building. Occupancy sensors in labs are used to reduce the minimum outside air changes from 10 air changes per hour (ACH) when occupied to four ACH when unoccupied.

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

<http://sou.edu/sustainable/hec.html>

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

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

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:

30

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

[Sustainable Invoice \(AASHE\) \(2\).jpg](#)

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

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

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:

30

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:

SOU Dining purchases from many local vendors and requests local products from non-local vendors. Some local vendors include: Organic Produce Warehouse (Ashland, OR), Wandering Roots Farm(Grants Pass, OR), The Farming Fish (Rogue River, OR), Valley View Orchards (Ashland ,OR), Terra Sol Organics (Grants Pass, OR), Truitt Brothers (Salem, OR).

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

Southern Oregon University Dining works hard to get as many ingredients locally as possible. Our professionally-trained chefs write our menus to take advantage of the fresh fruits and vegetables that are naturally in season in the Northwest. In addition to using fresh, seasonal, and locally grown foods, SOU Dining also uses ethical and responsible sourcing practices that support community development and help move the food sector onto a sustainable path. These include purchasing foods that are:

Organically grown without the use of synthetic pesticides and fertilizers;

Humanely raised in ways that protect the health and well being of livestock and minimize the use of antibiotics and other chemicals;

Sustainably caught from properly managed wild fisheries and aquaculture facilities operated to protect natural fish populations and the surrounding environment;

Fairly traded and contribute to an improved quality of life in agricultural regions;

Sustainably grown using agricultural practices that protect natural habitat, conserve energy, restore soil health, and protect water quality.

Of food and beverage purchases on campus, 30% are locally grown and processed, some of which is also third-party certified (Organic, Fair Trade, Humane, etc). Of the food and beverage purchases that are not sourced locally, 25% are third-party certified.

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

SOU Dining maintains a spreadsheet to track the volume of sustainable food and beverage purchases, highlighting inventory sourced from local farms, and those operated sustainably (pesticide free, organic, non-GMO, etc.).

Total annual food and beverage expenditures:

600,000 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	Yes	Yes
Franchises	Yes	Yes
Convenience stores	Yes	Yes
Vending services	Yes	Yes
Concessions	No	No

Has the institution achieved the following?:

	Yes or No
Fair Trade Campus, College or University status	No

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

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

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

Low Impact Dining

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

80

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

SOU Dining tracks expenditures on animal products through the weekly inventory. Expenditures on animal products are earmarked for reporting.

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”):

Vegetarian and vegan options are offered during all meal periods and at both dining halls on campus. The sandwich shop and mexican food outlet both offer vegetarian and vegan options.

Additional vegan and vegetarian options include:

Gluten-free Peanut Butter & Jelly Sandwiches

Vegetable Fried Rice

Green salad with garbonzo beans, oranges, and mixed veggies

Yakisoba hand tossed with vegetables

Tofu and vegetable sautee

Tofu and grilled vegetable wrap

Vegetarian burger

Vegan Sushi

Varieties of Rice, Fruits, & Veggies are available at every meal

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

SOU Dining's Executive Chef Jerry makes visits to local farms to witness operations first-hand and to create a unique menu that adds to the dining experience on campus. Chef Jerry builds relationships with local farmers to support sustainable agriculture and to ensure he is sourcing quality, sustainable product.

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

<http://campus-dining.com/my-campus/sou>

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

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	110,923.33 <i>MMBtu</i>	123,337.25 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	44,224.43 <i>MMBtu</i>	41,128.25 <i>MMBtu</i>
District steam/hot water	0 <i>MMBtu</i>	0 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	1,934,747 <i>Gross Square Feet</i>	1,042,776 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	27,717 <i>Square Feet</i>
Healthcare space	11,016 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	4,178
Cooling degree days	1,043

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, 2005	June 30, 2006

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

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

The Utilities Supervisor in Facilities Management & Planning obtains information on the times when each campus building is occupied for each day of the week from the respective building manager. The Utilities Supervisor then schedules the operation of the HVAC system for each campus building on the University's direct digital control (DDC) system, based on the building occupancy information. When a building is not occupied, the temperature controls go into "unoccupied" status, with a lower setback temperature during the heating season and a higher setback temperature during the cooling season.

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

Southern Oregon University is always looking for ways to incorporate LED lighting in new construction and through retrofit of existing lighting. The university is currently in the process of sourcing more than 200 LED lamps to replace existing CFL fixtures throughout the library.

LED lighting is already being used in several applications on campus, including three 13-watt Evolux LED bulbs (equivalent to 100-watt incandescent in light intensity) that have been installed in lighting fixtures in Hannon Library. The university also replaced dozens of exit signs with LED signs during energy efficiency upgrades several years ago.

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

Indoor occupancy sensors (which detect presence in the control area by detecting doppler shifts in transmitted ultrasound and passive heat changes) control lighting usage in the RCC/SOU Higher Education Center in Medford, OR. The Higher Education Center is jointly owned and operated by Rogue Community College and Southern Oregon University.

Occupancy sensors have also been installed in eleven buildings on the SOU Ashland campus. Two different kinds of sensors were used including wall switch sensors and ceiling mount 360 degree sensors. These were installed in hallways, offices, bathrooms, classrooms, study rooms, and other appropriate spaces.

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

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

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

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

Southern Oregon University is actively working to recommission and retrofit existing buildings to be more energy efficient.

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

Facilities Management & Planning (FMP) has achieved significant reductions in natural gas consumption through implementation of a Resource Conservation Management (RCM) program. Using the scheduling capabilities of the University's Johnson Controls Metasys DDC system, adjustments were made to the operating schedules of heating, ventilating and air conditioning (HVAC) equipment in individual campus buildings to provide heating/cooling at only those times that each building is actually occupied.

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

The university continues to upgrade inefficient and obsolete appliances, equipment and other systems with high efficiency alternatives as funds allow. Whenever such items or systems are replaced, the university invests in the best possible alternative to meet the needs of the institution with the lowest possible environmental impact.

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

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

Vending machine sensors are in place in Central Hall, the Science Building, Hannon Library, and Theatre Arts Building. Occupancy sensors shut down refrigerated vending machines during times when the buildings are not unoccupied.

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:

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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.

Submission Note:

<http://www.solar4rschools.org/schools/sou-stevenson-union>

<http://www.kdrv.com/sou-installs-solar-panels-on-roof/>

"---" 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	410.45 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	0 <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)

0 MMBtu

Total energy consumption, performance year:

52,385.23 MMBtu

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

SOU has a 56 kW solar photovoltaic system on the roof of the Higher Education Center in Medford. The system consists of 319 Solarworld crystalline silicon photovoltaic modules (each with 175-watt maximum power) and a SatCon 50-kW inverter. The photovoltaic modules were installed in twenty-nine strings of eleven modules. The modules were installed at a 20-degree tilt on a rack system. The solar photovoltaic system was designed to meet the “Solar Electric System Requirements” developed by the Energy Trust of Oregon. The annual useful energy produced by the solar photovoltaic system is approximately 70,741 kilowatt-hours per year, and the STC rating is 55,825 watts.

SOU also has a 6kw solar array atop the Hannon Library on campus. The Hannon Array consists of 24 solar panels connected together to send its output direct current electricity through a power conversion device (inverter) that feeds directly into the City of Ashland's 3-phase power grid, at 220 volts AC. This system has been faithfully producing its peak 6 kw since installation.

<http://www.sou.edu/sustainable/librariansolararray.html>

SOU installed our third solar photovoltaic system on our student union building in August 2013. The 32 kW system is the largest on the Ashland campus. The university is also recently installed two larger systems, 72 kW and 81 kW, on the recently completed LEED Gold residence halls. Generation of solar energy from one of these systems is not included in this report as it was not operational during the time frame covered in this report.

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

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

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

Through the student-initiated Green Fund, SOU formerly purchased RECs to offset 100% of the electricity consumed on campus and carbon offsets to offset 100% of the natural gas consumed on campus from the Bonneville Environmental Foundation. The RECS and carbon offsets purchased by B-E-F for SOU were from Green-e Energy certified wind energy facilities located in North America. In 2013, students voted to modify use of the Green Fund to offset 100% of the university's water use and fund renewable energy projects on campus, discontinuing purchase of RECs and carbon offsets in an effort to make our efforts more localized.

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

<http://live.deckmonitoring.com/?id=highereducationcenter>

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

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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:

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

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

	Area
Total campus area	180 Acres
Footprint of the institution's buildings	12.90 Acres
Area of undeveloped land, excluding any protected areas	3 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	159.10 Acres
Managed organically, third party certified and/or protected	5 Acres

A copy of the IPM plan:

[IPM Policy.docx](#)

The IPM plan :

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

Southern Oregon University's Landscape Services incorporates sustainable landscape management practices whenever possible. The university recently developed a Tree Care Plan to improve the campus ecosystem and foster a positive environment for communication and education regarding the urban forest. The plan supports the campus having a safe, aesthetically pleasing, sustainable urban forest.

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

The Green Purchasing Policy states: "Plants shall be selected that are appropriate to the microclimate. Native and drought-tolerant plants that require no or minimal watering once established shall be used."

Local natives that are indigenous to high desert or semiarid environments as well as deep rooted, drought tolerant stress species are being chosen for new plantings. Turf irrigation is reduced to the point of compensation through observation as we do not yet have ET (evapotranspiration) data input to a centralized irrigation system although we have installed compatible irrigation clocks for future upgrades.

All new construction includes native species in the project's landscaping.

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

SOU Landscape Services composts approximately 95% of the landscape materials and waste on campus. Grass clippings are spread on the turf and allowed to decompose naturally. All other campus landscape waste is composted on site or sent to a local biomass yard to be mulched. The small percentage of landscape material not being composted is composed of noxious weeds, which are bagged and disposed of as garbage.

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

SOU uses mulch and compost to suppress weeds and amend the soil on campus to reduce the need for pesticide, herbicide, or fertilizer application.

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

SOU Landscape Services composts approximately 95% of the landscape materials and waste on campus. Grass clippings are spread on the turf and allowed to decompose naturally. All other campus landscape waste is composted on site or sent to a local biomass yard to be mulched. SOU purchases mulch from the local biomass yard for planter beds on campus.

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

Nearly all campus irrigation (approximately 99%) is irrigated with non-potable water from the Talent Irrigation District. SOU recently became the first university to offset 100% of its water use (including irrigation water) through the purchase of Water Restoration Certificates. Through the purchase of BEF Water Restoration Certificates® and custom project selection, SOU student funds have launched a new water flow restoration project in the nearby Klamath River Basin. Over the upcoming five-year period, the university will restore approximately 80 million gallons of water per year to this critically dewatered ecosystem.

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

Wherever possible, snow is plowed to areas where runoff from snow melt will not cause any harm. SOU uses Ice Away produced by Coastwide Laboratories. Their website states that Ice Away is safe for use on concrete and metal; is less toxic than baking soda and non-toxic to children; NSF approved for Food Service; will not harm trees, shrubs, lawns or other vegetation; and is CMA registered for an environmentally safer product.

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

SOU's Center for Sustainability operates the 5 acre campus farm, which is managed organically. The farm is only entering its second year of operation and is not yet eligible for certification as an organic farm.

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:

<https://sou.edu/fmp/landscape.html>

Biodiversity

Criteria

The institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit
Electronics Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Inclusive and Local Purchasing
Life Cycle Cost Analysis
Guidelines for Business Partners

Electronics Purchasing

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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:

[Green-Purchasing-Policy.pdf](#)

The electronics purchasing policy, directive, or guidelines :

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

The SOU IT Department has selected vendors who have demonstrated a commitment to green purchasing in general, and EPEAT, specifically. The majority of computer purchasing is handled centrally, so the SOU IT Department can ensure that all machines are EPEAT certified prior to purchase.

Our "standard" models for PC desktop and notebook purchases are EPEAT gold (Dell Optiplex, Dell Latitude). Likewise, our standard for Mac desktop and notebook purchases are EPEAT gold (Macbook, Macbook Pro, iMac 21").

Does the institution wish to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:

Yes

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	0 US/Canadian \$
EPEAT Silver	0 US/Canadian \$
EPEAT Gold	409,716.41 US/Canadian \$

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

409,716.41 US/Canadian \$

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

<http://www.sou.edu/sustainable/action.html>

Cleaning Products Purchasing

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
 - General-purpose, bathroom, glass, and carpet cleaners
 - Biologically-active cleaning products (enzymatic and microbial products)
 - Floor-care products, e.g. floor finish and floor finish strippers
 - Hand cleaners
 - Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
 - Plastic film products (e.g. garbage bags/liners)
 - Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
 - Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses
-

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:

Yes

A copy of the green cleaning product purchasing policy, directive, or guidelines:

[Green-Purchasing-Policy.pdf](#)

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

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

The President has approved the Green Purchasing policy, which includes the following requirement: Industrial and institutional cleaning products that meet Green Seal certification standards shall be utilized by custodial staff and outside custodial contractors.

All cleaning products are purchased through the university's custodial supervisor. The sustainability office collaborates with this custodial department regularly and checks in to ensure that the green purchasing policy is being followed. All cleaning solutions purchased are Green Seal Certified.

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:

34,671.40 US/Canadian \$

Total expenditures on cleaning and janitorial products:

34,671.40 US/Canadian \$

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

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

A copy of the sections of the cleaning contract(s) that reference certified green products:

[GreenCleaningCertificate.pdf](#)

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:

[STARS Reporting Tool | AASHE](#)

<http://sou.edu/policies/Green-purchasing-policy.pdf>

Office Paper Purchasing

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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:

Purchasing at Southern Oregon University is highly decentralized, making it incredibly difficult to obtain information on dollars spent on office paper by level of recycled-content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

Yes

A copy of the paper purchasing policy, directive or guidelines:

[Green-Purchasing-Policy.pdf](#)

The paper purchasing policy, directive or guidelines:

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

The Green Purchasing policy was approved on April 21, 2010. The policy states: Purchase recycled paper with 30% post-consumer waste composition for all applications.

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

No

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	---
30-49 percent	---
50-69 percent	---
70-89 percent (or FSC Mix label)	---
90-100 percent (or FSC Recycled label)	---

Total expenditures on office paper :

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

<http://www.sou.edu/sustainable/action.html>

Inclusive and Local Purchasing

Criteria

Part 1

Institution has an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses.

Support could take the form of giving preference during RFP processes, conducting targeted outreach to these businesses about opportunities to work with the institution, and/or other efforts to increase purchases made from such businesses.

Part 2

Institution makes purchases from companies that include disadvantaged businesses, social enterprises and/or local community-based businesses.

Purchases that meet multiple criteria listed above should not be double counted. Food and beverage purchases, which are covered by *OP 6: Food and Beverage Purchasing* and *OP 7: Low Impact Dining*, are not included in this credit.

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

Life Cycle Cost Analysis

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

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.

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

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Support for Sustainable Transportation

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet :

51

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	1
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	6
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

The University's Green Purchasing Policy states that "University purchasing units replacing vehicles shall consider less-polluting alternatives to gas and diesel such as compressed natural gas, bio-based fuels, hybrids, electric batteries, and fuel cells, as available."

Southern Oregon University is continuing to replace vehicles in our campus fleet with more fuel efficient vehicles and electric vehicles or other alternative fuels. This year, we purchased 4 new electric vehicles to replace conventional gas-powered vehicles in our fleet.

The website URL where information about the institution's support for alternative fuel and power technology is available:

<http://sou.edu/assets/sustainable/docs/Green-Purchasing-Policy.pdf>

Student Commute Modal Split

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

Institution's students commute to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

The above data was compiled through a Commuting Survey, which was distributed to all students. Unfortunately, because the survey was titled "Commuting Survey", the responses overwhelmingly came from commuter students; very few resident students responded. SOU feels that this condition skewed the data toward persons who drive alone as their primary method of transportation.

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

Total percentage of students that use more sustainable commuting options:

53.30

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)	46.70
Walk, bicycle, or use other non-motorized means	34
Vanpool or carpool	9.20
Take a campus shuttle or public transportation	10.10
Use a motorcycle, scooter or moped	0

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

The above data was compiled through a Commuting Survey, which was distributed to all students through the campus email system.

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

<http://www.sou.edu/crc/driveless/index.html>

Employee Commute Modal Split

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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:

The above data was compiled through a Commuting Survey, which was distributed to all employees. Unfortunately, because the survey was titled "Commuting Survey", the responses overwhelmingly came from individuals who drive to campus. SOU feels that this condition skewed the data toward persons who drive alone as their primary method of transportation.

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

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

31

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)	69
Walk, bicycle, or use other non-motorized means	19.25
Vanpool or carpool	7.90
Take a campus shuttle or public transportation	3.80

Use a motorcycle, scooter or moped	0.05
Telecommute for 50 percent or more of their regular work hours	---

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

The above data was compiled through a Commuting Survey, which was distributed to all employees through the campus email system.

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

<http://www.sou.edu/crc/driveless/index.html>

Support for Sustainable Transportation

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

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:

The Higher Education Center in Medford, OR contains two shower/changing rooms for bicycle commuters. Both changing rooms are also equipped with a lavatory and water closet. Lockers are located in an adjacent hallway. The Commuter Resource Center at the main SOU campus in Ashland, OR also has lockers available for cyclists and other commuters.

Does the institution provide short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and make long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable)?:

Yes

A brief description of the bicycle parking and storage facilities:

Southern Oregon University has bike parking available outside every campus building, including residence halls. The vast majority of parking racks on campus provide covered parking for bicycles.

Does the institution have a “complete streets” or bicycle accommodation policy (or adhere to a local community policy) and/or have a continuous network of dedicated bicycle and pedestrian paths and lanes?:

No

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

Yes

A brief description of the bicycle sharing program:

The Ecology and Sustainability Resource Center (ECOS) manages a bike loan program for SOU. The program currently has five Kona Smoke bicycles available for loan to any SOU student, faculty, or staff free of charge. Bikes are loaned out for up to 72 hours, with locks, helmets, and lights provided. Students are actively working on expanding the bike loan program to include a much larger fleet of bicycles and student mechanic hours.

similar third party certification covering non-motorized transportation?:

No

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

The university is currently working on applying to be certified as a Bicycle Friendly University.

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):

SOU provides full fare punch cards to employees upon request that are good for 20 bus rides. There is no limit to the number of punch cards an employee may use. Bus passes are also available to students at a discounted price.

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

No

A brief description of the GRT program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

The Commuter Resource Center facilitates ridesharing through the Raider Rideshare network on DriveLessConnect, a ride matching site serving Oregon.

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?:

No

A brief description of the car sharing program:

The university is currently discussing options with a car-sharing organization.

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:

Southern Oregon University provides 6 electric vehicle recharging stations open to the public for any electric vehicles with a university parking permit or pass.

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:

Individual departments are able to accommodate employees with telecommuting needs. Some employees work from home as necessary, on an occasional or temporary basis. Faculty who prefer to telecommute are able to teach exclusively online courses.

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:

Some employees are offered the option of a condensed work week with the approval of their supervisor.

During summer months all employees observe condensed work weeks, allowing the university to shut down all facilities for several days at a time to conserve energy.

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?:

Yes

A brief description of other sustainable transportation initiatives and programs:

Southern Oregon University is currently partnering with the Oregon Department of Transportation, Alta Planning, PacWest and the Rogue Valley Transit District to run a Drive Less Connect: SOU campaign. The campaign is focused on providing students the information and resources they need to drive alone less and use other sustainable transportation options more. The campaign includes free Go Kits (with information and tools to get around sustainably), events, educational activities, and more.

The website URL where information about the institution's sustainable transportation program(s) is available:

<http://sou.edu/crc/driveless/index.html>

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

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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*.

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	288.53 Tons	0 Tons
Materials composted	100.89 Tons	53.70 Tons
Materials reused, donated or re-sold	3.73 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	333.96 Tons	469.78 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	951	1,008
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	4,347.20	3,913.80
Full-time equivalent of employees	599	635
Full-time equivalent of distance education students	408	22.50

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:

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

SOU's Recycling Program works with one of the general education cohorts to perform 1-2 waste audits each year. Students from the Green House cohort partner with the Recycling Program to sort through trash from various parts of campus to identify what makes up the campus waste stream. The students sort the waste into 10 categories including: landfill, pre-consumer compost, post-consumer compost, compostable paper, hard plastics, soft plastics, cans/bottles, paper/cardboard, glass, and reusable items.

A brief description of any institutional procurement policies designed to prevent waste:

A brief description of any surplus department or formal office supplies exchange program that facilitates reuse of

materials:

The Facilities Management and Planning Department works with the campus recycling program to keep as much waste out of the landfill as possible. All office furniture is collected by Surplus and reused on campus, donated to a non-profit organization, or sold, whenever possible.

Used office supplies are collected by SOU Recycling and made available to all students, staff and faculty on the Free Stuff Shelf located in the student union.

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

SOU no longer prints course catalogs, course schedules, or telephone directories. All of these materials are available online.

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

Free printing is not provided to students in computer labs on campus. Students pay for printing by the page. The Hannon Library charges for all printing from public workstations to encourage conservation of resources.

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

SOU partners with Goodwill to divert move-out waste from the landfill through an annual move out event. Several stations are set up in each residence hall for students to drop off their unwanted reusable/recyclable items during the move-out. Volunteers work at the stations to sort items into the appropriate bins. Materials that can be resold or recycled (textiles, electronics, books, etc.) are donated to Goodwill, helping to create opportunities for local people facing hardships to receive education, training, and career services. Other recyclables and garbage are sorted at SOU's Recycling Center.

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

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

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:

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

Trayless dining is present in the campus Dining Hall and at the Marketplace. Trays are made available to senior conference groups upon request. Trayless dining on campus conserves water and energy that would otherwise be used for washing trays, reduces use of detergents

and reduces food waste by 25%-30% per person.

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):

SOU Dining offers a reusable container program in the dining hall. The program's goals are to:

- * Reduce or eliminate excessive disposal containers.
- * Demonstrate commitment to reduce environmental impact of dining operation.
- * Reduce waste removal costs for university partners.
- * Engage student leaders and administrators in environmental awareness.

The customer purchases the container from the cashier to use on their next visit to purchase food from the dining hall. The customer rinses the container after use and brings it back on their next visit, and receives a clean container. The container is then washed, rinsed and sanitized and is recycled back to the next customer.

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):

SOU's new LEED Gold Certified Dining Hall uses only reusable service ware for dine in meals. For customers wishing to take their food to-go, a reusable to-go container must be purchased. There is no disposable service ware available in the main dining hall.

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:

SOU Dining offers a discount of \$0.25 at all retail locations for the use of reusable mugs.

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

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

<http://www.sou.edu/sustainable/recycling.html>

Waste Diversion

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

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:

<http://www.sou.edu/sustainable/recycling.html>

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

Materials diverted from the solid waste landfill or incinerator:

393.15 Tons

Materials disposed in a solid waste landfill or incinerator :

333.96 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:

Recycling receptacles are located in all campus buildings and along high-traffic pathways throughout campus. In 2011, students successfully obtained funding to purchase new uniform recycling receptacles for all campus buildings and to develop an on-campus recycling sorting facility, where all campus recycling is sorted by hand, resulting in a clean recycling stream. The students have also developed an education program to help students become more accountable for their actions relating to waste and recycling. SOU has also hired a full-time Sustainability & Recycling Coordinator to oversee SOU's recycling operations, develop waste reduction programs, and organize education and outreach efforts to improve the campus waste diversion rate.

SOU's recycling program also hosts Raider Reclamation, the annual waste diversion event during the residence hall move out. This event diverts tons of items from the landfill to local nonprofits. The recycling program also collects plastics that are not accepted in the local recycling stream, which are picked up regularly by a company in Grants Pass, Oregon.

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

SOU Dining makes donations to Food Angels, a local non-profit organization that collects and distributes food to over a dozen organizations such as Head Start, the Senior Center, and the Emergency Food Bank. SOU Dining also makes bulk food donations each quarter to ACCESS, a local non-profit organization that provides food assistance to needy families and individuals. Non-perishable food items are donated to the university food pantry, which makes food available to students in need.

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

Aviands, SOU's contracted food service vendor, composts pre-consumer waste from the kitchens in the Hawk and Elmo's, including coffee grounds from Java Union & Southern Grounds at Hannon Library, with the local waste management company, Recology Ashland Sanitary.

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

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	No
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes

White goods (i.e. appliances)	Yes
Laboratory equipment	---
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:

Southern Oregon University makes every effort to divert as much waste as possible from the landfill. While local access to recycling markets is limited, we have forged community partnerships to divert waste streams that would otherwise be headed to the landfill. While we divert many waste streams, such as tires, motor oil, surplus furniture, appliances, light bulbs, batteries, etc., there is no process in place to track weight or volume of these materials.

Construction and Demolition Waste Diversion

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

2,166.37 Tons

Construction and demolition materials landfilled or incinerated :

344.75 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

During the construction of SOU's latest project, Raider Village, contractors were given the goal of diverting a minimum of 50% of construction and demolition waste, with a secondary goal of diverting 75% of waste. The project ended with more than 86% of construction and demolition waste being recycled or salvaged using local recycling markets and community partnerships.

Hazardous Waste Management

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

Submission Note:

SOU's Hazardous Waste Disposal Policy is available at:
<http://sou.edu/policies/Hazardous-Waste-Disposal.pdf>

"---" 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:

The Department of Environmental Health and Safety supports Southern Oregon University's mission by providing leadership, resources, and services to ensure a safe and healthful campus environment. The Department develops, establishes and administers policies and procedures for environmental compliance, health and safety to ensure the University's compliance with relevant federal, state and local laws, regulatory guidelines, and industry standards.

As stewards of the University's human, physical and environmental resources, our goal is to provide consultation, programs, and services that: prevent accidents and minimize risks; minimize human exposure to hazardous agents and conditions; protect the environment through responsible waste management and active waste reduction; prevent the spread of disease from unsanitary conditions; and conserve resources.

In partnership with University faculty and staff, we continue to develop and implement cooperative services and programs that ensure adequate employee training, monitor potentially hazardous conditions, provide health and safety resources and timely assistance, manage hazardous and radioactive wastes, and facilitate regulatory compliance.

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

All universal waste is collected by the Environmental Health & Safety (EHS) and Facilities Management & Planning Departments. There is a central collection station for all lamps and ballasts. The recycling program manages several battery collection stations across campus. All batteries are sorted at the recycling center, then recycled or otherwise disposed of, depending on battery type. All universal waste is disposed of through vendors approved by the Oregon Department of Environmental Quality.

SOU is classified as a Conditionally Exempt Generator of hazardous waste. All hazardous waste is disposed of by the EHS office through Oregon University System-approved vendors.

The procedures for collection of hazardous waste materials are described at:

<http://www.sou.edu/ehs/waste.html>

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

There have been no significant hazardous material release incidents during the previous three years.

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

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s):

Users having surplus equipment call the Help Desk to request a pick up of equipment. The requesting department is given an "Equipment Transferred to IT Department" receipt and the equipment is reviewed for functionality and age. The form is then completed with the disposition of the property as to it being e-wasted. E-wasted equipment is transferred to a gaylord and when it is full the recyclers pick it up for disposal.

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

According to the SOU Surplus Computer Equipment Disposal Policy, the IT Department is responsible for selecting recycling vendors that use approved methods for recycling and converting of materials back into raw materials. SOU contracts with Southern Oregon Aspire to perform these services.

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

<http://www.sou.edu/ehs/>

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

Roxane Beigel-Coryell
Sustainability & Recycling Coordinator
Facilities Management & Planning

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.

Submission Note:

<http://www.sou.edu/sustainable/hec.html>

<http://www.b-e-f.org/partner/southern-oregon-university/>

"---" 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	70,265,417.16 Gallons	70,464,503.71 Gallons

Potable water use::

	Performance Year	Baseline Year
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Potable water use	18,624,488.73 <i>Gallons</i>	15,812,217.36 <i>Gallons</i>
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Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	951	1,008
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	4,347.20	3,913.80
Full-time equivalent of employees	599	635
Full-time equivalent of distance education students	408	22.50

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	1,934,747 <i>Square Feet</i>	1,042,776 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	150 <i>Acres</i>	153 <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:

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:

SOU utilizes non-potable water (supplied by the Talent Irrigation District) for most of the irrigation on the Ashland Campus. The sources of the water for the Talent Irrigation District are Howard Prairie Lake, Hyatt Reservoir, Emigrant Lake, Keene Creek Reservoir, and Bear Creek and its tributaries. Potable water is only used on irrigation from November-April when the non-potable water from the Talent Irrigation District is not available.

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

The Higher Education Center is a stand-alone building that was recently constructed in Medford, Oregon and serves as SOU's Medford Campus. Water is metered separately for this building using a commercial water meter provided by the Medford Water Commission.

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

The university is continuously working to replace existing plumbing fixtures with high efficiency fixtures and fittings. All plumbing fixtures are replaced with low flow, high efficiency products.

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

The university upgrades existing equipment, appliances, and systems with water-efficient selections whenever possible.

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

The SOU Xeriscape policy is to reduce planter sizes by mulching and removing high water usage plants. Our xeriscape policy also uses Mediterranean plants that have evolved in similar climates to ours. Local natives that are indigenous to high desert or semiarid environments as well as deep rooted, drought tolerant stress species are being chosen for new plantings. Turf irrigation is lowered or reduced to the point of compensation through observation as we do not yet have ET (evapotranspiration) data input to a centralized irrigation system although we have installed compatible irrigation clocks for future upgrades. Additionally, in older more established plantings, especially on slopes, we have capped off sprinkler heads and rely on overspray from nearby plantings.

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

Southern Oregon University's Landscape Services Department uses moisture sensors that monitor soil temperature and water saturation. The sensors automatically adjust the irrigation timing to preset plant demands for water.

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

Southern Oregon University (SOU) students are working with the Bonneville Environmental Foundation (BEF) to meet an ambitious new sustainability goal: to become the first campus to balance 100% of its on campus water use with an equal amount of water restored to a critically dewatered ecosystem. Through the purchase of BEF Water Restoration Certificates® and custom project selection, SOU student funds have launched a new water flow restoration project in the nearby Klamath River Basin. Over the upcoming five-year period, the university will restore approximately 80 million gallons of water per year to this critically dewatered ecosystem.

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

<http://www.sou.edu/president/strategicplanning.html>

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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 Campus Master Plan addresses the need for parking lots to be designed to include localized stormwater treatment and infiltration facilities. Whenever possible, these stormwater treatment facilities will be above-ground structures that incorporate appropriate plantings for pre-treatment and filtering of particulates and pollutants.

At RCC/SOU's Higher Education Center, there is stormwater management onsite including a bioswale and porous concrete.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

No

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

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

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

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

A brief description of any living or vegetated roofs on campus:

A brief description of any porous (i.e. permeable) paving employed by the institution:

The Higher Education Center in Medford, OR minimized impervious paving on site to allow water to filtrate through the soil and provide water to the surrounding flora. This was done in part through the use of permeable pavement around the buildings bike parking area and in the front plaza.

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:

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

The Higher Education Center in Medford, OR features stormwater detention vegetated swales along the north and south sides of the building. These vegetated detention areas collect rainfall and stormwater runoff from the roof and surrounding pavements, filtering water through the soil and reducing water flow to storm drains.

The new Raider Village residential and dining complex at the Ashland campus also features a vegetated swale along its parking lot. The swale includes interpretive signage designed by graduate students to educate the campus and community about how the swale works and the associated benefits.

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

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

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

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:

SOU's Sustainability Office, housed under Facilities, Management and Planning, works with the entire campus community to incorporate sustainability into the campus culture, policies, and procedures. Some of the most notable accomplishments of the office and Sustainability Council during the last three years (through campus collaborations) include:

Increased campus solar PV systems by more than 300%.

Created the Green House general education tract. The SOU Green House is an exciting new solution-oriented learning community that is focused on sustainability, adventure, leadership, and applied research. Students, faculty and community members work together to understand and solve problems through investigation, collaboration and action.

Creation of the new Center for Sustainability and campus farm. The SOU Center for Sustainability is a living and learning laboratory for applied research and projects in sustainability. The Center serves as a community resource for sustainability education, fosters sustainable business development, promotes interconnectedness, and facilitates leadership training through thoughtful learning and practice. The Center includes 5 acres of land that is being developed into a campus farm. Currently, one acre of land has been cultivated, providing produce for a campus CSA and farm stand.

Regular sustainability communications on campus: The Sustainability Office ensures that the campus community receives sustainability education and communication regularly through monthly sustainability tips that are emailed to the entire campus population, as well as a quarterly sustainability newsletter.

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 Sustainability Council is a University-wide group appointed to (1) advise the President and the Executive Council in matters relating to sustainability and environmental impact; (2) promote environmental stewardship; (3) coordinate efforts of individuals and groups on campus; and (4) educate the campus community about sustainable practices.

The charge of the Council is to:

- Lead through example by promoting the incorporation of environmental concerns in University decisions
- Promote conservation of natural resources to the best of our ability and the creation of sustainable practices and programs on campus
- Educate our community about the necessity of sustainable environmental practices and ecologically friendly economics
- Identify and support research areas and topics for faculty and students
- Build relationships with local governments, businesses, and local citizens in order to promote environmentally sound practices within the region
- Know and understand local, national and international programs to ensure that our environmental practices and policies adhere to or exceed the global vision for a sustainable future

The Sustainability Council's mission is to advise, encourage, and coordinate the operations, research, and campus culture of Southern Oregon University in a manner that is consistent with the values and practices of environmental stewardship and sustainability; promoting individual, institutional and community well-being.

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

1. Craig Morris, Vice President for Finance & Administration
2. Roxane Beigel-Coryell, Sustainability & Recycling Coordinator
3. Jill Smedstad, Environmental & Community Engagement Coordinator
4. Keith Beed, Utilities Supervisor
5. Gerard Gander, Chef, SOU Dining (Dining Representative)
6. Steve Schein, Business Department Faculty
7. Vincent Smith, Environmental Studies Department Faculty
8. Daniel Tharp, University Housing Office Specialist (Housing Representative)
9. Dylan Moore, ASSOU student Director of Sustainability (ASSOU Representative)
10. Barbara Byerson, student (At-large student)
11. Shanna'Le Ashworth, student (At-large student)
12. Jamie Hickner, Adjunct Faculty (At-large faculty)
13. Brooke Mueller, student (At-large student)
14. Katherine McCredie, student (At-large student)
15. Bill Gholson, English & Writing Professor (At-large faculty)

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

<http://www.sou.edu/sustainable/membershiproster.html>

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 coordinates sustainability-related efforts on campus, manages the campus recycling program, and compiles data and information for the University's annual Greenhouse Gas Inventory, sustainability assessments, and competitions. The sustainability office also provides support for the subcommittees of the Sustainability Council and serves as a resource for faculty, staff, and students on campus.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

1

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Roxane Beigel-Coryell

A brief description of each sustainability officer position:

The Sustainability & Recycling Coordinator plans and develops short- and long-range sustainability programs; develops annual sustainability priorities for the campus; identifies annual expected outcomes and coordinates assessment of these efforts; works with faculty to provide input on incorporating sustainability into the curriculum; serves as a guest lecturer in sustainability-oriented courses; collaborates with campus units such as Facilities, Parking, and Student Housing to infuse sustainability practices into campus operations; promotes sustainable building practices; develops communications aimed at raising internal and external awareness of campus sustainability programs and activities; oversees the content, design, and maintenance of the campus sustainability website; builds effective partnerships with the City of Ashland and local organizations to support sustainability efforts; and manages the campus recycling program.

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

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

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

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

SOU's Strategic Plan was developed to provide structure for decision-making, to strengthen thematic coherence for area plans, and to underscore the university's goals, values, and commitments for the next five years. Sustainability is prominent in the Strategic Plan, including goals to develop renowned environmental programs and to integrate sustainability throughout the curriculum.

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

SOU's Strategic Plan states:

Goal 2, Commitment to the Arts and the Bioregion, includes the following objectives relating to the environment and sustainability:

- A. Expand and promote nationally and internationally known arts and environmental programs.
- B. Strengthen partnerships with regional arts and environmental organizations.
- E. Intentionally integrate the arts and sustainability throughout the curriculum and the university culture.

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

The Academic Affairs department is responsible for this portion of the Strategic Plan.

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

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

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

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

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

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

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

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

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

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

SOU's Climate Action Plan, adopted in 2010, outlines SOU's commitment to climate neutrality and establishes goals for carbon emission reductions. The plan identified emission reduction goals and strategies for Scopes 1, 2, and 3.

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

SOU's Climate Action Plan includes the following measurable objectives and timeframes:

- By 2010, arrest the growth of greenhouse gas emissions and begin to reduce greenhouse gas emissions.
- By 2015, achieve greenhouse gas levels that are 5 percent below 1990 levels.
- By 2020, achieve greenhouse gas levels that are 10 percent below 1990 levels.
- By 2050, achieve CLIMATE NEUTRALITY.

The plan also identifies benchmark targets:

Reduction Goal: SOU proposes to reduce its Scope 1 emissions from 4,470 t CO₂e in FY2008 to 3,886 t CO₂ e in 2015.

Reduction Goal: SOU proposes to reduce its Scope 2 emissions from 4,780 t CO₂e in FY2008 to 4,360 t CO₂ e in 2015.

Reduction Goal: SOU proposes to reduce its Scope 3 emissions from 3,997 t CO₂e in FY2008 to 3,778 t CO₂ e in 2015.

Please see the plan for specific emission reduction strategies at

<http://sou.edu/sustainable/action.html>

.

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

Several parties are responsible for administering the Climate Action Plan, including:

Sustainability Office
Sustainability Council
Facilities Management & Planning

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

SOU addresses strategies to advance sustainability in buildings in the Campus Master Plan (2009), the Climate Action Plan (2010), and the Green Purchasing Policy (2010). These plans address goals for LEED building standards and green design.

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

SOU's Campus Master Plan states:

The University is adopting the following policies:

1. All major renovations and new construction will meet energy efficiency performance targets consistent with the Presidents Climate Commitment and the implementing Action Plan that will accompany that commitment.
2. All new construction and major renovations by the University will be designed and constructed to meet a minimum of Silver rating under the U.S. Green Building Council's LEED® Rating System. The costs and benefits of certifying to a higher level will also be evaluated.
- ...
4. For projects serving the University but built and operated by private partners, the University will offer incentives as available to encourage the builder to meet the LEED® Silver minimum standard.

SOU's Green Purchasing Policy states:

8. Green Building

- a. Green building concepts shall be integrated into architectural designs, construction documents, and the construction of and renovations to all SOU buildings.
- b. All new buildings and major renovation projects shall achieve the U.S. Green Building Council's LEED Silver Certification, at a minimum. New buildings shall target LEED Gold or Platinum Certification.
- c. When purchasing materials such as paint, carpeting, adhesives, furniture and casework for building maintenance, products with the lowest amount of volatile organic compounds (VOCs), the highest recycled content, and low or no formaldehyde shall be used. Paint used on the campus shall meet the Green Seal GS-11 Standard for Low VOC content.
- d. The distributors and/or manufacturers of all carpet installed at SOU shall have a carpet recycling plan.
- e. The use of chlorofluorocarbon (CFC) and halon-containing refrigerants, solvents, and other products shall be phased out. New purchases of heating, ventilating, air conditioning, refrigeration, insulation, and fire suppression systems shall not contain these chemicals.

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

Facilities Management and Planning and the Sustainability Office are accountable for these plans.

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

SOU's Green Purchasing Policy requires that SOU Dining source food locally whenever possible. Students have also voiced the desire for more local, organic and vegan food choices.

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

SOU's Green Purchasing Policy states:

10. Food

- a. When purchasing agricultural products, all food contractors shall purchase Oregon-grown products if the products are available and if the vendor can meet the applicable quality standards and pricing requirements.
- b. All food contractors shall work with their food distributors to purchase a minimum of 15% locally grown products and shall purchase as much local produce and product as possible.

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

SOU Dining and SOU Sustainability work together to adhere to SOU's plans to further incorporate sustainability in campus dining services.

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

Plans to advance sustainability in Energy are addressed in the Campus Master Plan (2009), the Climate Action Plan (2010), and the Green Purchasing Policy (2010). The university plans to reduce energy through conservation and efficiency efforts, while investing in on-site renewable energy and renewable energy credits or offsets when possible.

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

SOU's Green Purchasing Policy states:

1. Energy

- a. All new purchases of desktop computers, notebooks and monitors must meet, at a minimum, all Electronic Product Environmental Assessment Tool (EPEAT) environmental criteria designated as "required" (bronze registration) or higher as contained in the IEEE 1680 Standard for the Environmental Assessment of Personal Computer Products. Exceptions shall be approved by Information Technology (IT).
- b. Additional consideration shall be provided for electronic products that have achieved EPEAT silver or EPEAT gold registration. The registration criteria and a list of all registered equipment are provided at:

<http://www.epeat.net>

- c. All copiers and printers purchased or leased shall be capable of double-sided copying/printing.
- d. Copiers and printers shall be compatible with the use of recycled content products.
- e. Purchase new printers or personal printers only when existing networked printers can't be utilized to reduce the proliferation of printers on campus.

- f. Use printing options that require confirmation to print to ensure that unneeded output is not printed.
- g. All energy-using appliances purchased by the University shall meet the U. S. EPA Energy Star certification when available. When Energy Star labels are not available, all purchasing units shall choose energy products that are in the upper 25% of energy efficiency as designated by the Federal Energy Management Program.
- h. Energy-efficient equipment shall be purchased with the most up-to-date energy efficiency functions. This includes, but is not limited to, heating and cooling systems.
- i. University purchasing units replacing vehicles shall consider less-polluting alternatives to gas and diesel such as compressed natural gas, bio-based fuels, hybrids, electric batteries, and fuel cells, as available.
- j. Facilities shall phase out inefficient interior lighting (incandescent and T-12 fluorescent light sources) and replace with energy-efficient equipment. Halogen torchiere lamps shall not be allowed.
- k. Facilities shall phase out inefficient exterior lighting and replace with energy-efficient equipment. Exterior lighting shall be minimized where possible while providing adequate illumination for safety and accessibility.

The Campus Master Plan states:

- 5. The University will create an Energy Master Plan that will address energy consumption in a comprehensive way and identify the most cost effective means to comply the President’s Climate Commitment [see sidebar]. As part of energy master planning, the University will evaluate the potential to create an “eco-district”⁶ with the campus and surrounding neighbors.
- 6. In line with the energy master planning process, the University will continue to evaluate opportunities to develop renewable energy infrastructure. A review of potential capacity for photovoltaic installations has been conducted for the campus, and is attached as an Appendix to the Master Plan Update.

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

Accountable parties for energy plans include:

- Facilities Management and Planning
- Sustainability Office
- Information Technology

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

SOU addresses strategies to advance sustainability in grounds in the Campus Master Plan (2009), the Campus Tree Care Policy (2013), the Climate Action Plan (2010) and the Green Purchasing Policy (2010). The Campus Master Plan addresses tree plantings, understory and shrub plantings, and irrigation practices. The Campus Tree Care Policy establishes the importance of protecting and caring for the trees on campus, while encouraging the selection of native tree species for new plantings.

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

SOU's Green Purchasing Policy states:

- 9. Landscaping
 - a. All landscape construction, renovations and maintenance performed by SOU Landscape Services staff or outside contractors shall employ sustainable management techniques. This includes, but is not limited to, integrated pest management, drip irrigation, composting, and use of mulch and compost. Preference shall be given to mulch and compost produced from regionally-generated plant debris and/or food waste.
 - b. Recycled content materials shall be used for landscape features.
 - c. Plants shall be selected that are appropriate to the microclimate. Native and drought-tolerant plants that require no or minimal watering

once established shall be used.

SOU's Climate Action Plan states:

Agriculture Emissions Reduction Strategies

1. Minimize climate impact of landscape maintenance. Synthetic fertilizers have significant environmental and climate impacts.

Proposed Actions:

- Increase the utilization of compost or other low-emissions fertilizer.

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

Facilities Management and Planning and the Sustainability Office are responsible for these plans.

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

SOU's Green Purchasing Policy was adopted in 2010 to reduce the adverse environmental impact of our purchasing decisions by buying goods and services from manufacturers and vendors who share the University's commitment to environmental stewardship.

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

An example of strategies and objectives within the policy include:

3. Toxins and Pollutants

- Cleaning solvents shall be biodegradable, phosphate-free, and citrus-based where their use will not compromise quality of service.
- Industrial and institutional cleaning products that meet Green Seal certification standards shall be utilized by custodial staff and outside custodial contractors.
- All surfactants and detergents shall be readily biodegradable and shall not contain phosphates.
- Vacuum cleaners shall meet the requirements of the Carpet and Rug Institute "Green Label" Testing Program.
- Products and equipment shall not contain lead or mercury. For products that contain lead or mercury, preference shall be given to those products with lower quantities of these metals and to vendors with established lead and mercury recovery programs.
- When maintaining buildings and landscapes, Facilities shall manage pest problems through prevention and the use of environmentally-friendly products. Facilities shall adopt and implement an Integrated Pest Management (IPM) policy and practices using the least toxic pest control as a last resort.

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

Facilities Management & Planning, Information Technology, Business Services and the Sustainability Office are responsible for this plan.

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

Sustainability in Transportation is addressed in in the Campus Master Plan (2009), the Climate Action Plan (2010), and the Green Purchasing Policy (2010). The plans address strategies to increase opportunities for alternative transportation, reduce the number of drive alone trips to campus, and improve efficiency within the campus fleet.

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

SOU's Climate Action Plan states:

Vehicle Fleet Emissions Reduction Strategies

1. Minimize climate impact of fleet vehicles through the use of fuel-efficient vehicles or vehicles which utilize alternative technologies and fuels. As fleet vehicles are replaced, purchase vehicles which get better gas mileage or utilize alternative technologies or fuels to reduce carbon emissions.

Proposed Actions:

- Replace existing fleet vehicles with vehicles that get better mileage, or with hybrid or electric vehicles.
2. Reduce miles traveled by the vehicle fleet. The most efficient way to reduce emissions produced by fleet vehicles is to reduce the miles traveled by those vehicles. Reducing miles traveled by fleet vehicles also reduces costs for fuel.

Proposed Actions:

- Reduce or eliminate unnecessary trips.
- Utilize “runners” to pick up materials and equipment from vendors for Facilities operations.
- Create separate Facilities shops on upper and lower campuses to reduce driving back and forth to FMP.
- Discourage employees from returning to FMP for breaks.

Air Travel Emissions Reduction Strategies

1. Encourage alternative transportation modes. Other modes of transportation compare well to flying in terms of speed and convenience but have a lower carbon impact.

Proposed Actions:

- Incentivize carpooling.
2. Restrict reimbursements for air travel. A restriction on travel may be necessary to reduce emissions from air travel.

Proposed Actions:

- Eliminate or reduce reimbursements for flights less than 150 miles from the point of origin.
3. Encourage alternatives to travel.

While in-person attendance at distant meetings is required in some cases, technologies such as teleconferencing offer opportunities to reduce air travel emissions. Travel time can be reduced while still allowing desired levels of interaction.

Proposed Actions:

- Expand teleconferencing opportunities to the entire campus community.

Commuting Emissions Reduction Strategies

1. Encourage alternative modes of transportation/commuting to reduce the number of vehicle miles driven. The most effective method for reducing emissions from commuting is to reduce the number of vehicle miles driven to and from by students, faculty and staff in single occupant vehicles.

Proposed Actions:

- Make free bus passes available to students, faculty and staff; and encourage the use of public transportation for commuting to campus.
- Work with the Rogue Valley Transportation District to expand their bus routes and schedules to meet the transportation needs of students, faculty and staff.
- Raise campus parking permit rates to encourage use of public transportation.
- Encourage students, faculty and staff to ride a bike or walk to campus, when feasible.
- Provide changing rooms with showers and covered/indoor bike parking opportunities for bicycle commuters.

2. Minimize climate impact of commuting. When the use of alternative modes of ground transportation is not feasible, minimize the impact of commuting to campus by car.

Proposed Actions:

- Implement an “Eco Driving Program” to teach campus motorists how to drive in a more energy-efficient manner.
- Offer reduced cost or free carpool parking for student, faculty and staff.

- Expand the Ride-Share Program in the Commuting Resource Center.
- Collaborate with Ashland Ride Share to utilize their hybrid vehicles to augment Motor Pool vans.
- Offer reduced cost parking permits for hybrid vehicles and scooters.
- Provide charging stations for electric vehicles; encourage use of bio-fuel vehicles.

SOU's Green Purchasing Policy states:

- c. Vehicle fuels made from non-wood, plant-based contents such as vegetable oils shall be encouraged.
- i. University purchasing units replacing vehicles shall consider less-polluting alternatives to gas and diesel such as compressed natural gas, bio-based fuels, hybrids, electric batteries, and fuel cells, as available.

SOU's Campus Master Plan states:

9. The University will continue to partner with other relevant agencies – including the City and RVTD – to develop appropriate Transportation Demand Management strategies. Strategies that will be assessed include:
- Development of campus housing to facilitate full-time students ability to live close to campus and reduce or eliminate dependence on automobiles for basic commuting;
 - Review parking policies and parking facilities to create disincentives to single-occupancy driving;
 - Cooperate with City staff to help ensure that campus parking policies do not create an excessive burden on surrounding streets;
 - Provide bicycle parking, showers and other amenities to serve bicycle commuters;
 - Continue to advocate for improved transit service to the University, and cooperate with RVTD on programs designed to encourage transit usage;
 - Investigation of specialized transit options such as carpool matching programs, preferred parking incentives, vanpools and/or reservation-based shuttles to events at the Higher Education Center;
 - A ‘guaranteed ride home’ program for staff that commute by bus but may occasionally miss the final bus home due to work demands;
 - Appropriate partnerships with local car sharing programs.

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

Facilities Management and Planning, Human Resources and the Sustainability Office are responsible for these plans.

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

Waste is addressed in the Campus Master Plan (2009), the Climate Action Plan (2010), and the Green Purchasing Policy (2010). These plans/policies address strategies to reduce waste generation and increase waste diversion.

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

SOU's Climate Action Plan states:

Solid Waste Emissions Reduction Strategies

1. Decrease the volume of the waste stream. While the solid waste generated by SOU produces relatively low levels of emissions, there are opportunities to reduce these emissions through diversion of solid waste.

Proposed Actions:

- Work with SOU Dining to reduce food waste from campus food service operations.
- Work with Recology to expand and enhance the campus recycling program.
- Promote recycling in the residence halls through competitions such as RecycleMania.
- Compost all compostable materials on the campus.

2. Minimize climate impact of solid waste. Since Rogue Disposal is already generating electricity from methane at the landfill, there may be few options to lessen climate impact in a cost-effective manner.

Proposed Actions:

- Work with the waste hauler to improve efficiency of the system.

SOU's Green Purchasing Policy states:

6. Recycling

- Purchase recycled paper with 30% post-consumer waste composition for all applications.
- Facilitate efficient collection of recycling in all SOU buildings. Separate stations shall be established for different categories of recycling; i.e., commingle, glass, etc. Guidelines for each category will be posted at the stations.
- Recycled, reusable, or reground materials shall be used for parking or road construction projects.
- Purchase durable, long lasting, reusable or refillable products.
- All documents shall be printed and copied on both sides to reduce the use and purchase of paper, whenever practicable.
- All surplus computers, monitors and televisions and other electronic devices are considered to be universal waste and shall be sent to IT for disposal.
- All used printer toner cartridges shall be disposed of using a toner cartridge recycling service.

7. Packaging

- Use packaging that is reusable, recyclable or compostable. Eliminate packaging or use the minimum amount of packaging necessary for product protection.

SOU's Campus Master Plan states:

- The University will continue to manage solid waste streams to reduce waste sent to landfill. Recyclable material collection facilities will be accommodated in new construction and renovation projects.

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

Facilities Management and Planning and the Sustainability Office are responsible for these plans.

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

SOU is dedicated to furthering our water conservation and sustainability efforts. Strategies for these efforts are outlined in the Campus Master Plan (2009) and the Green Purchasing Policy (2010). These plans/policies address the need to improve irrigation efficiency, use low flow fixtures, assess feasibility of greywater, and encourage water conservation behavior on campus.

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

SOU's Campus Master Plan states:

- The University will make a coordinated effort to reduce water consumption through the following means:
 - Review of landscape irrigation practices, including exploration of xeriscape landscapes where appropriate;
 - Use of low-flow fixtures and other emerging technologies that demonstrate significant water savings;
 - Future buildings projects will assess the feasibility of both greywater and rainwater reuse for appropriate purposes such as irrigation, toilet flushing, and cooling water; and
 - Replace existing manual irrigation systems with automated irrigation system to increase efficiency and reduce consumption of

TID water.

SOU's Green Purchasing Policy states:

2. Water

- a. Purchase only the most water-efficient appliances available, including, but not limited to, high-efficiency toilets, low-flow faucets and aerators, and upgraded irrigation systems.
- b. Discourage the sale on campus of water and other beverages in plastic bottles. Where water filtration units are used, centralize the location of the units to serve more of the campus community.

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

Facilities Management and Planning and the Sustainability Office are responsible for the water portion of these plans.

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

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

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

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

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:

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

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

The institution's definition of sustainability:

SOU broadly defines sustainability as achieving increased well-being for humanity over time through an equitable and sustained utilization of critical natural capital. The SOU definition includes sustainability goals set forth by 1) the U.N. World Commission on Environment and Development (1987 Brundtland Commission) which indicated that sustainable development will “meet the needs of the present without compromising the ability of future generations to meet their own needs,” and 2) the intertwined “economic, social and environmental elements” of sustainability, which AASHE incorporates into its 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:

Sustainability figures prominently in the commitments, goals and objectives stated in the Southern Oregon University strategic plan, “Building the New SOU: Strategic Plan for Distinction and Sustainability 2009-2014”, which has been developed to provide structure for decision-making, to strengthen thematic coherence for area plans, and to underscore the university's goals, values, and commitments for the next five years. The second of the University's three “Commitments” states that SOU is committed to:

Engaged students, faculty, and staff committed to diversity, sustainable practices, and responsiveness to regional and global needs Goal 1, Academic Distinctiveness and Quality, includes the following objective relating to sustainability:

H. Emphasize vibrant, sustainable, academic and residential/commuter communities.

Goal 2, Commitment to the Arts and the Bioregion, includes the following objectives relating to the environment and sustainability:

A. Expand and promote nationally and internationally known arts and environmental programs.

B. Strengthen partnerships with regional arts and environmental organizations.

E. Intentionally integrate the arts and sustainability throughout the curriculum and the university culture.

Goal 3, Community Catalyst, includes the following objectives relating to the environment, sustainability and the bioregion:
B. Position SOU as a leader in sustainability, diversity, creativity, and culture.

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

<http://sou.edu/sustainable/action.html>

Governance

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:

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?:

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

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

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

Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

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)?:

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

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?:

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

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

Communications processes and transparency practices	---
Prioritization of programs and projects	---

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

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

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?:

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

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

	Yes or No
Establishing organizational mission, vision, and/or goals	---
Establishing new policies, programs, or initiatives	---
Strategic and long-term planning	---
Existing or prospective physical resources	---
Budgeting, staffing and financial planning	---
Communications processes and transparency practices	---

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

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

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

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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	---
Employee diversity and equity	---

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Diversity and Inclusion Oversight Committee has four subcommittees: Institutional Viability & Vitality, Access & Success, Education & Scholarship, and Campus Climate & Intergroup Relations. The major focus areas for the Oversight Committee in its first two years are to:

1. Inform, educate, and engage the campus in efforts
2. Develop positive perceptions of the campus climate
3. Ensure Transparency and shared responsibility for efforts
4. Champion the work of the subcommittees to appropriate committees, bodies, and executives

The full-time equivalent of people employed in the diversity and equity office:

1

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.sou.edu/diversity/>

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

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

A brief description of the cultural competence trainings and activities:

This past year we offered 6 topical diversity trainings open to all faculty and staff. They were:

The Language of Diversity

Multicultural Awareness

Disability Awareness

Gender Equity

Deconstructing Queer

Age and the Intergenerational Workplace

We also offer a Program Series based on conversations of diverse topics called Diversi-Teas. So far we have discussed the inclusivity/exclusivity to comedy and body size politics.

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

<http://sou.edu/diversity>

Assessing Diversity and Equity

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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
-

Submission Note:

Information on the assessments is not available on the web at this point, but hard copies can be made available, if necessary.

"---" 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) :

A Campus Climate assessment is in hand, a faculty survey on equity is underway, and further assessments are being developed by the Diversity & Inclusion Oversight Committee for the coming academic year.

Has the institution assessed student diversity and educational equity?:

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

Has the institution assessed employee diversity and employment equity?:

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

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

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

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

Support for Underrepresented Groups

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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:

<http://www.sou.edu/firstyear/>

<http://www.sou.edu/core/>

"---" 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 Student Success Initiatives Program serves students from low-income backgrounds through case management and services offered through the First Year Mentor Program (FYMP), and the Community of Recovery Program (CORPS). Individual students who are struggling with any significant barrier to academic, personal, or social success may be referred for case management through the Student Success Initiatives Program. They may then be referred for participation in the First Year Mentor Program or the Community of Recovery Program at Southern (CORPS) depending on their specific needs. The FYMP serves first-year students who are struggling with making social connections or having difficulty transitioning into university life. Students from low-income backgrounds are specifically

invited to participate in FYMP, as it allows them to develop a relationship with a successful upper-class mentor. A special email invitation is sent to students with zero expected family contribution and students who enter the institution in an independent status. Students who are in recovery are encouraged to participate in the CORPS Program, including many students coming to the institution from low-income backgrounds. This provides an intentional community of support, relapse prevention, and recovery protections.

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

<http://www.sou.edu/diversity/collegeprograms.html>

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?:

A brief description of the institution's discrimination response policy, program and/or team:

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

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?:

Support for Future Faculty Diversity

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

SOU has, under the leadership of the Dean of the College of Arts & Sciences, begun to substantially diversify the faculty via new hires. Three of four faculty hired for the 2011-2012 academic year are from under-represented groups. Additionally, a targeted hire specifically designed for candidates of color in a range of academic disciplines garnered nearly 200 applicants, from which an additional faculty member position was filled.

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

Affordability and Access

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
 - B. The graduation/success rate for low-income students
 - C. The percentage of student financial need met, on average
 - D. The percentage of students graduating with no interest-bearing student loan debt
-

Submission Note:

The registration schedule including the Students of Color Reception and financial aid information session entitled "Navigating the Money Maze" can be found at <http://www.sou.edu/rr/schedule>

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"---" 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:

SOU is committed to providing quality education at an affordable cost for citizens of its service area. Examples of institutional policies and programs that help keep an SOU education accessible to our low-income students include:

- Waiving the Application fee for low-income prospective SOU students upon the request of their high school guidance counselor;
- Deferral of the Matriculation Fee until financial aid has been disbursed to students;
- Approximately \$2 million in institutional tuition remission programs (scholarships) awarded annually based on financial need;
- Availability of Federal need-based financial aid funds, including low-interest Perkins loans;
- No charge for academic support programs and services, including tutoring, writing assistance, academic and career advising.

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

Many SOU faculty and staff members work collaboratively with the TRiO program staff to help student's succeed in college. Further, staff and faculty referrals are a primary method of recruiting students into the TRiO programs.

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

The Student Success Initiatives Program serves students from low-income backgrounds through case management and services offered through the First Year Mentor Program (FYMP), and the Community of Recovery Program (CORPS). Individual students who are struggling with any significant barrier to academic, personal, or social success may be referred for case management through the Student Success Initiatives Program. They may then be referred for participation in the First Year Mentor Program or the Community of Recovery Program at Southern (CORPS) depending on their specific needs. The FYMP serves first year students who are struggling with making social connections or having difficulty transitioning into university life. Students from low-income backgrounds are specifically invited to participate in FYMP, as it allows them to develop a relationship with a successful upper-class mentor. A special email invitation is sent to students with zero expected family contribution and students who enter the institution in an independent status. Students who are in recovery are encouraged to participate in the CORPS Program, including many students coming to the institution from low-income backgrounds. This provides an intentional community of support, relapse prevention, and recovery protections.

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

All students whose completed FAFSA applications are processed by the Federal Processor on or before March 1 and who have applied for admission to SOU are considered for the nearly \$2 million in institutional tuition remissions (scholarships). These remissions range in amount from \$600 to \$3,000 per year. Students are ranked according to Estimated Family Contribution (EFC). The Financial Aid Office uses "Federal Methodology": the standard, federally approved method for determining what funds the family (parent and/or student) should have available to meet the year's educational costs. The EFC is subtracted from the standard student budget for the academic year, and the remaining figure is considered the student's financial eligibility. Students with the lowest family contribution (EFC) are awarded campus-based funds until those funds are fully committed. (The Federal Direct Stafford/Ford Loans and the Pell Grant remain available all year.)

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

Preview Days and Raider Registration Programs are designed to assist both students and parents through the process of beginning a successful university experience. Financial Aid staff visit area high schools and offer information about programs for families on financial aid programs and how to apply, and individual families are encouraged to make appointments to meet with financial aid counselors if they need assistance. Some programs are offered in Spanish for those who are more comfortable in that language.

For the 2013 -14 Academic Year, we will also be providing some Financial Literacy Sessions for students and families during registration events.

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

In addition to the college tour and our regular high school visitation program, SOU participates in the GEAR-UP program, and is connected to all of the regional Upward Bound and Educational Talent Search programs that work with low-income and/or first generation students who aspire to attend college.

SOU also has a Pipeline Program entitled Pirates to Raiders to provide outreach and recruitment to local Latino youth, including hosting a Latino Family Day Program in the Spring. SOU also visit local reservations to provide information on the institution and recruit students and hosts an Overnight Visit Program for underrepresented students.

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

SOU Admissions hosts four preview programs each year with two being day events and two being overnight events. One of the overnight events is specifically designed for under-represented minority students. On- and off-campus partnerships help make this particular event valuable for under-represented students in the Rogue Valley.

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

Financial aid at Southern Oregon University consists of scholarships, loans, grants, and work-study employment. Applying nine months ahead of time is the key to being considered for many of these funds.

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:

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

http://www.sou.edu/admissions/scholarships-fin_aid.html

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

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Number of employees:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular,

full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

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 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://sou.edu/hrs/>

Assessing Employee Satisfaction

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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?:

No

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is

available:

Wellness Program

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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	---
Staff	Yes
Faculty	---

A brief description of the institution's wellness and/or employee assistance program(s):

The Employee Assistance Program is available to all benefit eligible employees and members of their immediate households and provides no-cost, limited professional counseling, assessment and referral services for individuals who are experiencing personal problems, i.e. anxiety, grief, parenting issues, financial difficulties, etc.

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

<http://www.cascadecenter.com/>

Workplace Health and Safety

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

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

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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?:

No

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 SOU Foundation has an investment committee whose objective is to achieve long-term performance in order to provide inter-generational equity through our endowment fund. In conjunction with an investment consultant, the committee makes investments that take into account, risk, diversification, total return, and how they correlate with University priorities, including sustainability commitments. Environmental issues are addressed in SOU's Strategic Plan, which the Foundation supports, though it does not currently include social and environmental responsibility as an explicit part of its mission and/or agenda.

The Finance Committee is has met with students in regard to socially responsible investing and are open to setting up a socially responsible investment pool should a donor express interest in such investments.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

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

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

Investment Disclosure

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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://www.soufoundation.org/Page.asp?NavID=96>

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

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome :

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome:

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

A brief description of the innovative policy, practice, program, or outcome:

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---

Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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