University of Minnesota, Morris

The following information was submitted through the STARS Reporting Tool.

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Table of Contents

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:

Baccalaureate

Institutional control:

Public

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

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

Operational Characteristics

Criteria

n/a

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

Endowment size:

12.60 *US/Canadian $*

Total campus area:

165 *Acres*

IECC climate region:

Cold

Locale:

Small town

Gross floor area of building space:

993,166 *Gross Square Feet*

Conditioned floor area:

964,014 *Square Feet*

Floor area of laboratory space:

7,553 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

18,052 *Square Feet*

Floor area of residential space:

200,035 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	0.10
Coal	26
Geothermal	---
Hydro	0.50
Natural gas	0.10
Nuclear	---
Solar photovoltaic	---
Wind	64
Other (please specify and explain below)	9.30

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

About 60% of campus electricity comes from wind. Other sources (solar PV, back-pressure steam turbine at biomass plant) contribute smaller percentages. Minnesota has a Renewable Energy Standard of 25% renewable energy by 2025. Our local electricity provider, also contributes to that goal. So, state policy is helping us increase our total renewable energy percentage beyond 60%. The mix from our power company in 2013 was: 14.4% wind, 61.6% coal, 1.1% hydro, 0.3% natural gas, 0.2% biomass, and 22.4% unassigned purchases. The unassigned purchased include nuclear and other sources.

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	18
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---

Natural gas	82
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

Number of academic divisions:

5

Number of academic departments (or the equivalent):

27

Full-time equivalent enrollment:

1,859

Full-time equivalent of employees:

383

Full-time equivalent of distance education students:

0

Total number of undergraduate students:

1,946

Total number of graduate students:

0

Number of degree-seeking students:

1,846

Number of non-credit students:

0

Number of employees:

383

Number of residential students:

934

Number of residential employees:

7

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,484	0
Number of sustainability courses offered	54	0
Number of courses offered that include sustainability	157	0

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

19

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

27

Number of years covered by the data:

Two

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

Sustainability Course List_March 2015.pdf

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.morris.umn.edu/sustainability/academics/

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

A team of faculty were involved with reviewing sustainability definitions and preparing a methodology for soliciting responses. An electronic survey was sent to faculty asking them to respond with their courses that met the above definitions.

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

Each offering or section of a course was counted as an individual course

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

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

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

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

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

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

Submission Note:

Morris also has a set of Student Learning Outcomes that shapes a student's education, one particular learning outcome covers all of our graduates and is sustainability-related:

An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Aesthetic/artistic engagement
- Environmental stewardship
- Ethical reasoning and actions

"---" *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:

162

Total number of graduates from degree programs:

372

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

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

American Indian Studies
Anthropology
Biology
Chemistry
Environmental Studies
Environmental Science
Geology
Philosophy
Psychology
Sociology

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

E.g. A broader knowledge of the natural environment
and the role of humans in it. Students acquire a foundation
of knowledge in economics, policy, science, humanities, and
statistics.

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

Undergraduate Program

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

"Environmental problems are interdisciplinary by nature. It's not just science. We want our students to have an understanding of the social, political, and economic dimensions of environmental issues, as well as a good grounding in science."

—Margaret Kuchenreuther, associate professor of biology

A University of Minnesota, Morris environmental studies major begins with a rigorous core curriculum in economics, policy, science, humanities, and statistics. A carefully chosen set of upper–level electives lets you delve deeply into a specific environmental area.

Coursework for your major is combined with an outstanding liberal arts curriculum, which provides a broad foundation of knowledge on which to build a career.

During your sophomore year, you will work closely with your faculty adviser to design an elective plan that's tailored to your interests and career goals. "We work one–to–one with students to help them map out a specific path of study," says Peter Wyckoff, associate professor of biology. "It's very personalized."

During your four years at Morris, you will also complete an educational internship. And in the spring of your senior year, you will collaborate with other environmental studies students on an interdisciplinary team project. In the senior capstone experience, you and your peers will delve into a broad local or regional environmental topic, working together to answer a complex question.

Environmental Studies at Morris features

A seven–course core curriculum;
One–to–one mentorship to design a personalized elective plan;
An internship or field experience;
A senior capstone project;
A wide range of electives in anthropology, biology, chemistry, economics, geology, the humanities, political science, and sociology. Check out some of our cool new courses, such as Environmental Political Theory, Environmental and Natural Resource Economics, Global Change Ecology, Environmental and Geographic History of the United States, and The Environmental Imagination.

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

http://www.morris.umn.edu/academic/enst/

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

Environmental Science

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

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

http://www.morris.umn.edu/academics/environmentalscience/

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

American Indian Studies

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

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

http://www.morris.umn.edu/academics/americanindian/

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?:

No

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

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

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

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

Submission Note:

We DO NOT offer ANY graduate degrees.

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

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

    And/or

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

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

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

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

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

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

Yes, Morris collaborates with the HECUA program, which offers several sustainability immersive experiences that our students participate, like: Environmental Sustainability: Science, Public Policy, and Community Action.

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

https://www.hecua.org/es_mn

Sustainability Literacy Assessment

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

0

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

0

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

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

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

No.

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

No.

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

No.

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

Incentives for Developing Courses

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

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

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

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

Yes, we provide grant funds for faculty to develop new sustainability-related courses via the Educational Development Program (EDP). Our mission and vision reflect our desire to grow the number of sustainability-related courses we offer. This aspiration has produced an increasing number of courses and creative work in this area. Our environmental studies program is multi-disciplinary and is actively working to add courses and colleagues to the program.

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

Grant awards may range up to $3,000 per proposal. It is expected that salary will be the dominant budget item in EDP proposals.

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

http://www.morris.umn.edu/services/acad_affairs/EDP_Request_Memo_10-17-14.pdf

Campus as a Living Laboratory

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

• Air & Climate

• Buildings

• Dining Services/Food

• Energy

• Grounds

• Purchasing

• Transportation

• Waste

• Water

• Coordination, Planning & Governance

• Diversity & Affordability

• Health, Wellbeing & Work

• Investment

• Public Engagement

• Other

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

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

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

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

	Yes or No

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

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

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

Students worked to assess the feasibility of a winter greenhouse on campus. Students presented their research about a possible winter greenhouse solution for our campus at multiple events, including at a campus-wide Food Summit.

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

Multiple students have worked to improve the roughly 3-acre student-run organic garden on campus since 2011. Students played a major role in the implementation of the garden at Morris. Students continue to work on improving the garden. Each year, they put additional land into production. In 2014, they cultivated their largest harvest from the organic garden - 645 lbs of produce.

http://www.morris.umn.edu/newsevents/view.php?itemID=13145

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

Students have worked on campus- and community-energy solutions with Morris faculty and staff. In 2014, the campus installed a 20kW solar PV array outside of Green Prairie Community. Students have also done research on different electricity pricing models for campus and community businesses. In 2014, a Morris student was awarded a Truman Fellowship, because of his interest and work in this area, one of only 59 students in the United States, and fifth Morris student to earn the award.

http://www.morris.umn.edu/newsevents/view.php?itemID=13047

http://www.morris.umn.edu/newsevents/view.php?itemID=12949

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

Multiple students have worked to increase edible landscaping on campus since 2014. Students played a role in the implementation of several edible landscaping installations at Morris, including fruit trees outside of the new Green Prairie Community and AeroGarden installations inside of GPC. Students continue to work on improving the diversity and climate-resilience of the tree canopy at Morris, planting trees each year in collaboration with the Grounds Crew. In 2014, we submitted an application to become a Tree Campus USA member.

http://www.morris.umn.edu/newsevents/view.php?itemID=12962

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

Morris student have worked to change purchasing policies for several products, including paper towels and water. Changes have been made to paper towel purchasing, including switching from more bleached paper to brown paper. For example, in a 2014 class, students delivered a proposal to ban bottled water to senior administrators at Morris.

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

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

Multiple students have worked to improve the composting system on campus since its inception in 2013. Students played a major role in the implementation of the cold-weather windrow-composting system at Morris. Students continue to work on improving the process, adding a new sifter in 2014. In 2015, they are working to integrate public school waste into the Morris composting process. We now divert over 30 tons/food waste/year because of these efforts.

http://www.morris.umn.edu/newsevents/view.php?itemID=12510

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

Multiple students have worked to improve water infrastructure at Morris. This work has included increasing the number of hydration stations on campus. Students were also involved in the installation of several rain gardens at Morris.

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

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

Multiple students have worked to improve the student-run Native American garden on campus since 2011. Students played a major role in the implementation of the garden at Morris. Each year students work on improving the garden. Food from the garden is used on campus and shared with the larger community. In 2014, a traditional Native American meal was prepared and served to several hundred

campus and community members. About 16% of the student body at Morris is Native American. This garden plays a role in celebrating the diversity of the student body, and highlights the importance of affordable food for everyone.

http://www.morris.umn.edu/newsevents/view.php?itemID=11784

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

Multiple students have worked to improve the "demonstration and learning garden" at the Regional Fitness Center since it was planted in 2013. The Regional Fitness Center is the main health/wellness center on campus and in the community. So it was important to students to have a display garden featured prominently near the entrance. Students also initiated a seed-sharing system at the RFC.

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

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

Students have worked on a project to analyze the fate of abandoned and old school building in west-central Minnesota. The project has included contacting community members to learn about the circumstances leading to the school closure and potential plans for reuse/repurpose. Students also developed a "State of Water in West Central Minnesota" conference in 2014, bringing together a diverse mix of water professionals from around the region.

http://www.morris.umn.edu/newsevents/view.php?itemID=12965

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

Multiple students have worked to develop theater performances and creative works on campus that increase sustainability literacy for students and the public. Examples of this work include: The theater production Sophie and the Adventures of Ice Island, which several hundred children attended. And Fashion Trashion, a recurring fashion show using reused/recycled and repurposed items. For example, in 2014, a student discussed sustainability in relation to scenes from play she directed.

http://www.morris.umn.edu/newsevents/view.php?itemID=12179

http://www.morris.umn.edu/newsevents/view.php?itemID=7837

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Academic Research

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

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:

33

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

126.50

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

18

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

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

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

Abbey Fischer, Chemistry
Satis Devkota, Economics and Management
Arne Kildegaard, Economics and Management
Athena Kildegaard, English
Barbara Burke, Communications, Media, and Rhetoric
Carol Cook, Education
Chris Butler, Socioloogy
Christopher Cole, Biology
Clement Loo, Philosophy
Cyrus Bina, Economics
Donna Chollett, Anthropology
Ed Brands, Environmental Studies
Jennifer Rothchild, Sociology
Jess Larson, Studio Art
Jimmy Schryver, Art History
John Anderson, Statistics
Keith Brugger, Geology
Kevin Flicker, Studio Art
Margaret Kuchenreuther, Biology
Michael Eble, Studio Art
Michelle Page, Secondary Education
Nancy Carpenter, Chemistry
Peter Wyckoff, Biology
Ray Schultz, Theatre
Rebecca Dean, Anthropology
Sheri Breen, Political Science
Stacey Aronson, Spanish and Gender, Women and Sexuality Studies
Stephen Gross, History
Sylke Boyd, Physics
Ted Pappenfus, Chemistry
Timna, Wyckoff, Biology
Vicki Graham, English
W. R. Matson, Math

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

We sent out a survey with definitions and asked faculty to self-identify.

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

• Three Morris faculty members were awarded the 2012 American Chemical Society Award for incorporating sustainability into the curriculum. (Ted Pappenfus, chemistry; Nancy Carpenter, chemistry; and Tim Soderberg, chemistry.)
• Morris faculty member Dr. Margaret Kuchenreuther (Biology) received the only University of Minnesota Outstanding Community Service Award (OCSA) given in 2012.
• Morris faculty member Dr. Peter Wyckoff (Biology) receiveda NSF award for his research that makes connections between climate change and tree populations. 2012.

http://www.morris.umn.edu/newsevents/view.php?itemID=10904

The website URL where information about sustainability research is available:

https://netfiles.umn.edu/umm/www/sustainability/courses.pdf

Support for Research

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

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

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

We have the Morris Academic Partnership (MAP) and Morris Administrative Fellowship (MSAF) programs which help fund student sustainability research, creative work, and other administrative work in sustainability with faculty members and staff. The MAP program provides funds for students to work directly with faculty members on research.

Also, the University's Undergraduate Research Opportunities Program (UROP) provides stipends of $1450/semester. UROP actively encourages and supports projects related to sustainability.

Students at Morris have been involved in a range of research, creative and artistic efforts to advance sustainability, including work in: renewable energy policy, survey work in the community around sustainability issues, developing biomass gasification technology, studying climate change and tree populations, advancing chemistry for solar PV applications and wind-to-hydrogen techniques, antibacterial resistance, food policy and systems, and more.

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

http://www.morris.umn.edu/services/acad_affairs/mapguide.html

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:

Within the University of Minnesota system, to which Morris is connected, there are several programs which provide opportunities for faculty and students to engage in sustainability research. One example is the Institute on the Environment. Morris faculty and students have accessed resources from these programs to pursue sustainability-related research.

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

http://environment.umn.edu/research/discovery_grants.html

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:

Yes, our promotion and tenure "7-12" statement specifically acknowledges the importance of interdisciplinary work.

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

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

Yes

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

The library provides multiple databases (indexes and full text resources) and print materials supporting sustainability research. We also have formal research guides and offer specialized instruction in use of all our resources to Environmental Studies and Environmental Science classes as well as all the other interdisciplinary classes that are taught by the list of faculty below. We also have scholarly articles, books and other resources delivered in an online format, we do. In cooperation with staff and faculty, the library assists with sustainability literacy promotion through reference and instruction services.

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

Access to Research

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

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.

Submission Note:

We have 5 academic divisions: Education, Humanities, Science and Math and Social Sciences, and Interdisciplinary Studies.

http://www.morris.umn.edu/services/acad_affairs/coord.html

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

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

5

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

5

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

Starting Jan. 1, 2015, the U of M implemented a policy regarding open access publishing. All faculty will have the opportunity to submit their work to an open access repository. For Morris the depository is the UMM Digital Well.

A copy of the open access policy:

The open access policy:

http://www.policy.umn.edu/Policies/Research/SCHOLARLYARTICLES.html

You'll notice the policy only refers to the U of M- Twin Cities repository, but Morris is covered by this as well. The link to our repository is included.

The website URL where the open access repository is available:

http://digitalcommons.morris.umn.edu/

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

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

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

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

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

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

Submission Note:

Fall 2013, fall headcount, degree-seeking, 2014-2014 UMM Databook, 1846
Fall 2013, fall headcount, 1946
48% of student body lives on campus

http://reports.morris.umn.edu/2013-14_UMM_DataBook.pdf

"---" *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:

1,846

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

Green Ambassador Program

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

1,846

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

Some of the key activities in this area include campus tours of our many sustainability-related assets: the on-campus biomass gasification plant, the two 1.65MW wind turbines, the 32-panel solar thermal system, solar PV, our recycling center and more.

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

Any student interested in being a Green Ambassador is invited to attend a training session.

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

The students spend an afternoon with the staff of the Office of Sustainability talking about the different efforts on campus. They then take a tour of the wind turbine, biomass plant, Welcome Center (a green building), and solar thermal arrays.
They are provided with formal publications about the sustainability efforts of campus as well as a script and audio information to improve their skills at delivering the tour.

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

The Office of Sustainability provides staff time to train and support the Green Ambassadors.

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

Sustainability Training of Community Advisors

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

934

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

Sustainability-outreach and educational activities take place within Office of Residential life, including the new Green Prairie Community Residence hall. CAs are trained to highlight certain sustainability ideas with their residents and expected to provide sustainability floor programs for residents.

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

Community advisors are hired by residential life at Morris to serve in the residence halls.

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

The Office of Sustainability and Residential Life staff work work with CAs on articulating Morris's sustainability mission and vision and provides resources to help residents think more about sustainability in their everyday campus life.

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

Office of Sustainability and the Office of Residential Life provide support for this program in time and labor. Office of Residential life also provides funds for student floor programming and sustainability-related engagement with the rest of campus.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Orientation

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

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

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

100

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

During orientation/Welcome Week we offer students "sustainability tours" to identify our campus sustainability efforts. During the tours students visit the wind turbines, biomass plant, solar thermal systems, solar PV, green buildings, compost areas, and more.

We also highlight our mission and vision as offering a "renewable, sustainable education" at Morris, which is evident as students driving to campus are welcomed by our two 1.65MW U of M wind turbines. One common first night floor activity is a walk up the hill to sit under the turbines. In addition, we highlight the 'hit the lights' stickers and recycling bins prominently featured on campus.

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

Student Life

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

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

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

	Yes or No

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	Yes
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	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	Yes

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

The Morris MPIRG (Minnesota Public Interest Research Group) chapter has a Environmental Justice Task Force that focuses on helping students on-campus and off-campus live more sustainably, as well as working towards systemic change. Additionally, the Morris FoodlUMMs and the Morris Student Organic Gardening Club are working to bring more local, sustainable food to campus. The Morris Campus Student Association (MCSA) also appoints two sustainability representatives to advance sustainability on campus and within student government. The Morris ACS Chemistry Club works on sustainability-themed outreach and engagement with kids.

The website URL where information about student groups is available:

http://www.mpirg.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 campus has a 2.5 acre student-run organic garden. The Organic Gardening Club meets during the school year. In the fall, they harvest, weed, and prepare the garden for winter. During the winter, meetings are focused on planning the next year's garden. In the spring, the club prepares the garden for summer and begins planting. This is coupled with a program called, "Live to Garden," where students are offered housing on campus during the summer in exchange for work in the organic garden.

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

http://www.morris.umn.edu/newsevents/view.php?itemID=8519

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

The Morris campus has dedicated an entire building to house a successful student-run recycling program. The campus recycles aluminum, tin, plastic, glass, and electronics waste as well as cardboard, glossy paper, office paper, and news printing. These recycling efforts create employment opportunities for students at the Morris campus.

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

http://www.morris.umn.edu/sustainability/recycling/

A brief description of the sustainable investment or finance initiatives:

Students initiated a Green Reinvestment Fund at Morris. Students, faculty and staff are able to initiate projects and utilize funds for sustainability-related projects. In 2015, funds from the GRF were used to support the purchase of a composting sifter, which will improve the composting process on-campus by removing forks, knives, etc (student-governed). Students may also access "Tech Fee" funds for improving campus sustainability infrastructure. This has included new watering equipment for the Student Organic Garden (student-governed).

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

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

Our campus constantly has events focusing on sustainability.

Each year we have a large Earth Month celebration. One of the highlights of the week is the annual Fashion Trashion show, where students showcase their outfits made by hand out of recycled materials.

Each year, the Morris Environmental Studies hosts a scholar-in-residence/speaker series on-campus. The invited scholar gives an invited talk related to sustainability to campus and community.

Each year, the Morris Equity and Diversity office hosts an Elder-in-Residence program. An elder with an American Indian identity is hosted at Morris for several days and shares stories, wisdom and practices with the campus community.

Morris hosts "Cafe Scientifique" for the students and the larger Morris-ares at local coffee shop to discuss sustainabilty- and science-related themes.

In 2011, Morris hosted the Upper Midwest Association of Campus Sustainability conference (

umacs.org

). This was a significant investment of Morris staff and student involvement.

A GLBT summit was held on campus with a particular focus on sustainability. In included tours of our green energy facilities and a keynote speaker, Winona LaDuke, who spoke on sustainability issues.

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

http://www.morris.umn.edu/newsevents/view.php?itemID=11943

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

Morris is home to the Morrison Gallery. Each year, art installations that reflect the relationships between humans, the environment, and the societies they live in are featured.

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

http://www.morris.umn.edu/morrisongallery/schedule/

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

Each year, our Geology club hosts a number of camping and hiking trips to different areas around the country. They are very conscious of any impact they might leave, always making sure to pack out everything they packed in.

The Adventure Club holds numerous events for students to attend, for example camping, skiing, hiking, stargazing, canoeing, trips to the Pomme De Terre Park for bonfires, geocaching, and much more. Adventure Club is open to suggestions as to what people want to do. The goal of Adventure Club is to have fun outdoors while learning skills and Leave No Trace principles.

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

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

Morris has made sustainability an important campus theme.

Our mission statement has a goal of preparing students to be environmental stewards.

In addition, our tagline reads that we want to provide "A renewable, sustainable education" at Morris. We are highlighting sustainability prominently as an institution.

Freshman must take an "Intellectual Community" course. Several IC courses integrate sustainability-themes into their courses. For example, Science Savvy in Our Modern World, encourages students to think about their relationship to the environment and covers topics like climate change, ozone hole depletion, chemicals in drinking water and offers them Green Tours.

The website URL where information about the theme is available:

http://www.morris.umn.edu/committees/Curriculum/Fall_2014_IC_brochure_05-02-14.pdf

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

Student living Green Prairie Living and Learning Community, and particularly, students involved with the Green Prairie Leadership Cohort collaborate with the the Office of Residential Life, Morris Healthy Eating, the Office of Sustainability, and the Minnesota GreenCorps to teach sustainable life skills, in particular, cooking skills.

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

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability, Center for Small Towns, Office of Community Engagement, and Facilities Management are several offices that provide sustainability-focused employment opportunities. This includes work that explores: equity/diversity concerns, health eating, farmers market development, composting, community climate engagement, community water knowledge, regional lake health, community-based renewable energy, and more.

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

http://www.morris.umn.edu/cst/studentproject/

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:

Morris Healthy Eating offers cooking classes for the community at the local high school. Morris students and member of the larger Morris-area community participate and share information about how to cook and favorite recipes.

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

http://www.morris.umn.edu/healthyeating/

Outreach Materials and Publications

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

"---" *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	Yes
Other sustainability publications or outreach materials not covered above	Yes

A brief description of the central sustainability website:

Immediately linked on the University's homepage, the sustainability website provides several pages of information about our sustainability efforts on campus as well as a "Green Campus News" feed.

The website URL for the central sustainability website:

http://www.morris.umn.edu/sustainability/

A brief description of the sustainability newsletter:

The Office of Sustainability uses the campus listserv infrastructure to communicate sustainability messages, events, and progress. This serves as the sustainability newsletter to campus. This platform is very effective at Morris.

The website URL for the sustainability newsletter:

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

Morris students, in collaboration with the Office of Sustainability, provide content to the UMM Students for Sustainability Facebook page.

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

https://www.facebook.com/morrisoos

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

Each spring, campus hosts the Undergraduate Research Symposium (URS). As it states on the website linked below, "the annual UMM Undergraduate Research Symposium celebrates student scholarly achievement and informs the campus community about the variety and quality of research on campus."

At each URS, you will find student sustainability research featured.

In addition to the URS, Morris students also participate in the U of M Institute on the Environment Sustainability Symposium and Student Engagement Leadership Forum on Sustainability (SELFsustain), where sustainability student leaders from across U of M meet to discuss sustainability progress on each campus and across the U of M system.

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

http://www.morris.umn.edu/urs/

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

The Welcome Center is a green building and features a touch-screen kiosk that details the reused materials, energy saving technology, and other aspects of sustainable building design that went into the center.

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

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

In both the main dining hall and student center cafe, there is signage highlighting our commitment to sustainable food systems. In addition, organizations on campus have published a community food assessment and guides to buying local and organic food.

There is also information in food services about our ongoing composting project and signs about how and why we are composting on campus.

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

http://issuu.com/ummorris/docs/communityfoodassessment

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

There are brochures around campus about the edible landscaping feature at the Green Prairie Community. The Morris Grounds Crew labels plants around campus for community member to learn more about specific plant species. There are posters put up around campus, Pounce Ponderings, which highlight various aspects of campus sustainability, including grounds practices.

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

http://www.morris.umn.edu/facilities/grounds/

A brief description of the sustainability walking map or tour:

In addition to a virtual sustainability tour there is also a paper brochure that highlights many of the areas on campus of connected to our sustainability efforts.

The website URL of the sustainability walking map or tour:

http://www.morris.umn.edu/virtualtour/

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

Included on the campus website is a page about transportation. Morris students frequently use ZimRide to arrange transportation. There is information on the local and inter-city public transit options available in the area. In addition, our Regional Fitness Center has biking and walking maps of Morris. And the Regional Fitness Center, a campus-community collaborative effort, has a bike share program that loans out bikes.

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

http://www.morris.umn.edu/visitors/transportation/

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

The Regional Fitness Center provides information about campus and community walking and bike and trails.

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

http://www.regionalfitnesscenter.com/facility/faqs/other-resources/

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

There are several green living guides made available to students on campus, produced by MPIRG and the MN GreenCorps students.

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:

There is routine of sustainability coverage on campus. This is often done as a beat by a particular reporter. Additionally, there is a routine MPIRG article discussing sustainability efforts on campus and in Minnesota.

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):

We share information about our collaborative renewable energy efforts with U of M West Central Research and Outreach Center at a website.

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

http://renewables.morris.umn.edu/

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

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

Morris was asked by the United States Department of Energy to produce a video about our renewable energy efforts.

The website URL for this material (2nd material):
http://www.morris.umn.edu/sustainability/

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

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

As part of our participation in the Second Nature Climate Leadership Award program, we produced this video.

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

http://www.planetforward.org/idea/sustainability-at-the-university-of-minnesota-morris-second-n
ature-entry

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

Yes

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

Morris produces a "Our Green Story" publication which describes Morris sustainability progress, accomplishments, timeline of sustainability work, and faculty research initiatives.

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

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

The name of the campaign (1st campaign):
Morris Earth Month

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

April is a special month where we put an increased emphasis on sustainability efforts on campus and in the community. Student groups begin meeting early in January and February to develop their ideas and begin planning. Some of the typical events each year include: poetry readings, clothing swaps, solar swims, invited presentations and discussion with faculty and guest lecturers, music and food events.

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

This campaign involves students that may not typically work together on sustainability efforts. The team that organizes this effort arises from many different student organizations, including the Morris Campus Student Association, the Minnesota Public Interest Research Group, Morris GreenCorps, Student Organic Gardening Club, FoodlUMMs, and more. The campaign helps to connect student groups that would not typically align their efforts.

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

https://www.facebook.com/morrisoos

The name of the campaign (2nd campaign):

Morris Composting Summit & Composting Outreach

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

Morris students working in collaboration with Office of Sustainability, Dining Services, Facilities Management and other offices have worked to increase student and staff understanding of composting on campus.

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

This has helped to increase interest in composting, increase weights of compost collected, and reduce contamination (by inspection).

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

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

Employee Educators Program

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

383

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

Morris Green Team

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

383

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

We have an organizational document for our group so that we bring in representation from across our campus. We have staff members from communications, facilities, food service, faculty members, student members, student life, and office of sustainability, in total 9 members. Each year we ask members to continue to serve in the group or to help us identify new members to maintain our cross-campus

representation.

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

Office of Sustainability staff and Office of Sustainability Director educate staff about the STARS framework as a way of assessing sustainability progress on campus. We also discuss the idea of sustainability and how it is articulated. We also share information with each other about our respective areas of expertise and learn from each other about how each area of campus is advancing our sustainability efforts.

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

The institution provides time off for Green Team members to attend the meetings. A Office of Sustainability intern arranges meeting times with this group.

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

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

Sustainability for the Future Leadership Fellows Program

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

383

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

The Morris Sustainability for the Future Leadership Fellows program engages faculty, staff and students. 5 faculty member, 5 staff, and 5 students serve in the program. Each of the Fellows submitted an application and was chosen by a cross-campus steering committee that supervises the program. The Fellows are expected to reach out to their respective areas of campus life and to engage their colleagues in a discussion about campus sustainability efforts and progress.

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

The Fellows receive training on sustainability theory, practice and principles. The Fellows participate in workshops and conferences to improve their sustainability knowledge.

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

Compensation is provided for all of the Fellows. Travel support is provided to all of the Fellows.

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

http://www.morris.umn.edu/newsevents/view.php?itemID=13128

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

Morris Sustainability Summits

Number of employees served by all other programs:

383

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

Faculty and staff leaders are asked each semester to provide a training about a specific sustainability-related program at Morris. For example, our campus routinely has a Compost Summit. During the Compost Summit, staff and student leaders educate campus community members about composting efforts on-campus, and typically a bus tour of the compost site is provided. All campus community members, faculty, staff and students are invited to attend these events, and they are posted to the campus email lists, which are commonly used at Morris for communicating about event opportunities.

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

Before the Summits, we prepare the faculty/staff members to present at the event.

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

The institution provides time off for community members to attend the meetings. An Office of Sustainability intern arranges the Summit event. The institution also provides training for staff members to learn more about these Summit areas. For example, Morris staff members went to "Compost School" to learn more about this area.

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

Employee Orientation

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

100

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

Sustainability staff routinely present at new employee orientations. They inform new staff of what projects are happening on campus. In addition, sustainability staff take new employees on the campus Green Tour to show them the renewable energy infrastructure and discuss options for including these projects into class ciriculum.

A video of campus history and sustainability initiatives has also been shown at past orientations to help staff develop a sense of place, as well as to acquaint them with relevant sustainability topics.

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

Staff Professional Development

Responsible Party

Heidi Eger
STARS intern
Office of Sustainability

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

• Specialized training for a small group of staff
• The opportunity to participate in an institutional sustainability committee or group

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

Does the institution make available training and/or other professional development opportunities in sustainability to all staff at least once per year?:
No

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

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

Criteria

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

Each partnership conforms to one of the following types:

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

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

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

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

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

Submission Note:

Stevens Forward!

http://www.stevensforward.org/

Morris Heathly Eating

http://www.morris.umn.edu/healthyeating/

Center for Small Towns

http://www.morris.umn.edu/cst/

Office of Community Engagement Sustainable Living Initiatives

http://www.morris.umn.edu/communityengagement/initiatives/

Pride of the Prairie

http://www.morris.umn.edu/sustainability/foodandhealth/LocalFoods2010.pdf

"---" *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:

UMM constantly looks for more ways to form partnerships with the community. A few of the existing partnerships are described below.

Stevens Forward!:
UMM students have worked with Stevens Forward! on their Destiny Drivers. The most recent project, concluded in Spring of 2011, focused on the following goal:
"By 2015 Stevens County will be the first carbon neutral county in the world, demonstrating viable models for green housing, neighborhoods and public buildings."

Morris Healthy Eating (MHE):
One of Morris Healthy Eating's main goals is to promote nutritious meals by creating more access to local, sustainable foods.

Center for Small Towns (CST):
The Center for Small Towns works to connect the resources of the University with projects in towns with populations of 5,000 or less. Many of these projects have a sustainablity focus including projects with Stevens Forward! and internships with local environmental advocacy nonprofits.

Office of Community Engagement:
UMM's Office of Community Engagement works to form relationships between students and the community. These partnerships often focus on creating a more sustainable food system and local economy.

Pride of the Prairie meal:
Each semester our school and dining service partner with the Buy Fresh, Buy Local program to bring a local foods meal to our campus. This meal is included on meal plans and community members and off campus students are able to buy tickets. The meal provides a great opportunity for community members and students to have a conversation about local foods while enjoying live music and local food.

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

Yes

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

adfdas

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

Yes

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

adfas

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

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

Yes

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

In spring 2015, Morris played a lead role in facilitating the 2nd Minnesota Sustainability Professionals' Retreat at St. John's University in Collegeville, which brought together sustainability practitioners from Minnesota.

In September of 2011 the Morris campus hosted the 2011 UMACS conference (

umacs.org

). Representatives from colleges and universities from around the region attended and shared successes and best practices of campus sustainability efforts.

In November 2013, the UMACS conference was held at Luther College and many Morris staff/faculty and students presented together at the event.

The University of Minnesota, Morris also collaborates with the University of Minnesota system by participating in sustainability committees that span all five campuses.
The campus keeps an updated sustainability portion of our official website that details our programs, events, and assorted efforts around the environment.

The Office of Sustainability offers tours of our green energy initiatives to a variety of groups, including other schools, during which we discuss our successes, challenges, and goals.

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:

Upper Midwest Association for Campus Sustainability
Association for the Advancement for Sustainability in Higher Education,
American College and University Presidents' Climate Commitment,
University of Minnesota's System-wide Sustainability Committee

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

Since 2005 members the Morris campus community have partnered with schools in the region to strengthen UMACS; the Upper Midwest Association of Campus Sustainability in an effort to create a forum of communication and skill sharing. Since then a growing community of sustainability professionals, engaged students, and interested faculty and staff have had opportunities to gather and work together on region-specific campus sustainability.

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

http://www.umacs.org/

Continuing Education

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Institution does not offer continuing education or community education programs.

Community Service

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

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:

This number represents students who have gone through the Office of Community Engagement to pursue service opportunities. Many other students on campus engage in volunteerism but may not be represented. A survey of juniors and seniors suggests that 80% of upper class men have made a significant service commitment during their time at Morris.

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

Number of students engaged in community service:

589

Total number of students :

1,946

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

Yes

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

17,978

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

No

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

Currently, community service is not listed on student transcripts. Because of interest expressed by students, there is a plan in development to represent service.

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

Yes

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

OPE award with $$, OCE award, OPE training

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

http://www.morris.umn.edu/communityengagement/

Community Stakeholder Engagement

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

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

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

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

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

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

List of identified community stakeholders:

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

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

Participation in Public Policy

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

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

Yes

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

Morris has been active in policy advocacy. For example, our Chancellor testified about the important work colleges and universities do in reducing GHG emissions and advancing sustainability work to a United States' Senate Committee.

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

Most recently, our Chancellor has signed a letter opposing the cutting of funding for federal climate programs.

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

N/A. As a public campus, U of M does not make political donations.

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

http://www.morris.umn.edu/newsevents/view.php?itemID=5413

Trademark Licensing

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

Yes

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

No

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

No

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

http://www1.umn.edu/usenate/resolutions/dspres.html

Hospital Network

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

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

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

Submission Note:

40% reduction of carbon footprint between 2005 and 2012 (Scope I and II).
Over 60% of campus electricity is from on-site wind turbines.

We are continue to be recognized as one of the EPA's Top On-Site power producers

Morris was listed at the 27th Top Onsite producer (of 30 producers) in the United States in 2015.

http://www.morris.umn.edu/newsevents/view.php?itemID=13186

<div align="right">"---" indicates that no data was submitted for this field</div>

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:

The Office of Sustainability solicits information from campus stakeholders about energy use, etc. This data is entered into an in-house spreadsheet and GHG emissions are calculated accordingly.

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

Yes

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

There are two main verification paths we have for our SCOPE I and II data. Scope I greenhouse gas emissions are mostly generated from the central heating/cooling plant on-campus. Data from the central plant are used to provide the Minnesota Pollution Control Agency with criteria pollutant information. So, this data is verified by MPCA. Scope II GHG emissions are mostly from purchased electricity. This electricity is carefully metered by the local utility -- therefore, total electricity usage for the campus is well-known and is billed accordingly. These are the main data sources to compose our SCOPE I and II GHG footprint. Additionally, we worked with a 3rd party to develop a carbon master plan. During this process, we were able to confirm similar conclusions about our carbon footprint and steps to reduce it.

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	5,112 *Metric Tons of CO2 Equivalent*	5,233 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	314 *Metric Tons of CO2 Equivalent*	314 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	3,024 *Metric Tons of CO2 Equivalent*	8,239 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

Figures needed to determine total carbon offsets::

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

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

Morris has invested significantly in renewable energy projects to offset its greenhouse gas emissions. We do not typically buy offsets, but instead, have preferred to invest in infrastructure improvements: biomass gasification plant, wind turbines, solar thermal, solar PV, energy conservation retrofitting. Morris has been implementing projects locally, they are not through an offset program, though. We have been recognized as a top onsite energy producer by the EPA for several years.

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

A brief description of the composting and carbon storage program:

We currently compost over 30 tons of food waste each year, which becomes campus compost. We are currently not taking credit for these efforts in reducing our campus carbon footprint.

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

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	872	758
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,876	1,673
Full-time equivalent of employees	380	395
Full-time equivalent of distance education students	0	0

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

	Start Date	End Date
Performance Year	Jan. 1, 2012	Dec. 31, 2012

Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

Gross floor area of building space, performance year:

965,852 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	18,052 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	7,553 *Square Feet*

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	261 *Metric Tons of CO2 Equivalent*
Commuting	1,721 *Metric Tons of CO2 Equivalent*
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	0 *Metric Tons of CO2 Equivalent*
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/progress/1061/

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

1) Instituted a windrow-based on-campus composting system (2013)
2) The Green Prairie Community residence hall was awarded LEED Gold (2014)
3) A 20kW solar PV array began generating power (2015)

Outdoor Air Quality

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

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 University of Minnesota, Morris encourages the use of lower impact transportation alternatives that increase fuel efficiency, provide more sustainable fuel options and help reduce the miles traveled on-campus, to campus and as part of the University of Minnesota enterprise. The University also strives to reduce emissions to the environment.

UMM anti-idling guidelines:

Unnecessary idling of Morris department vehicles is not permitted and may only be idled under certain circumstances. Idling is allowable only if there is a business justification (e.g., running a liftgate). A general rule is that if the vehicle will be stopped for longer than a wait at a stop light the vehicle should be shut off. Under normal weather conditions no vehicle shall idle for more than two minutes.

For non-diesel fueled vehicles if the temperature is below positive twenty degrees Fahrenheit a warm up of three minutes will be allowed if the vehicle has been shut off for more than four hours. All vehicle manufacturers agree that vehicles do not need a warm up period

before starting a trip.

For diesel-fueled vehicles an appropriate warm-up period is allowed. However, once the engine is properly warmed up it can be shut-off for stops.

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:

We submit data to the Minnesota Pollution Control Agency each year with this data. The data below is from the 2012 GHG inventory, which is consistent with public data submitted to the American College and University Presidents Climate Commitment (ACUPCC) database in January 2015.

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

	Weight of Emissions
Nitrogen oxides (NOx)	8.51 *Tons*
Sulfur oxides (SOx)	2.89 *Tons*
Carbon monoxide (CO)	9.95 *Tons*
Particulate matter (PM)	1.16 *Tons*
Ozone (O3)	0 *Tons*
Lead (Pb)	0 *Tons*
Hazardous air pollutants (HAPs)	0 *Tons*
Ozone-depleting compounds (ODCs)	0 *Tons*
Other standard categories of air emissions identified in permits and/or regulations	0 *Tons*

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

Please, see the most recent ACUPCC profile update.

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

Troy Goodnough
Sustainability Director
Office of Sustainability

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.

Submission Note:

Minnesota requires buildings to be built in accordance with the Minnesota Sustainable Building Guidelines, known as B3, which is Minnesota's version of LEED.
We are required to submit data to the B3 database for public buildings in Minnesota.

"---" *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)	Yes
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:

We are using LEED to rate our buildings. We have two LEED Gold buildings. The Welcome Center (2012) and the Green Prairie Community (2014). Additionally, buildings that Morris constructs must meet the Minnesota Sustainable Building Guidelines (B3) AND conform to the University of Minnesota Board Regents - Sustainability Policy.

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

993,166 *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)	---
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	45,551 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

Floor area of building space that is certified at each level under a 3-tier rating system for 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:

947,615 *Square Feet*

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

Regent's Policy on Sustain_Energy_Efficiency.pdf

The date the guidelines or policies were formally adopted:

July 9, 2004

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

All campus buildings

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

All buildings on campus are operated and maintained taking into consideration impacts on the surrounding site, energy consumption, usage of environmentally preferable materials, indoor environmental quality, and water consumption, in accordance with the Regent's Policy on Sustainability and Energy Efficiency. The Policy states in Subd. 3 and 4 that, "The University shall undertake a continuous improvement process that seeks to meet the operational performance targets, goals, and objectives designed to achieve sustainability... [And that] The University shall undertake a process to increase energy efficiency, reduce dependence on non-renewable energy, and encourage the development of energy alternatives through research and innovation." It also requires that specific sustainability objectives and targets are set regarding "
(a) physical planning and development, including buildings and infrastructure;
(b) operations;
(c) transportation;
(d) purchasing; and
(e) waste management and abatement."

In addition, all major renovations at the University with state bonding money must follow the rigorous Minnesota B3 benchmarking standards.

http://www.msbg.umn.edu/

These projects then must be entered into the state's benchmarking system, which tracks and ensures compliance with metrics regarding performance management, site and water, energy and atmosphere, indoor environmental quality, and materials and waste.

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

http://www1.umn.edu/regents/policies/administrative/Sustain_Energy_Efficiency.pdf

Building Design and Construction

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

We are using LEED to rate our buildings. We have two LEED Gold buildings. The Welcome Center (2012) and the Green Prairie Community (2014). Additionally, buildings that Morris constructs must meet the Minnesota Sustainable Building Guidelines (B3) AND conform to the University of Minnesota Board Regents - Sustainability Policy.

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

45,551 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 *Square Feet*
3rd Highest Level (e.g. LEED Silver)	0 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	45,551 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

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

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

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

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

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

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

0 *Square Feet*

A copy of the guidelines or policies :

B3 stars.pdf

The date the guidelines or policies were adopted:

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

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

Compliance with State of Minnesota B3 guidelines are required by legislative mandate. Minnesota's Sustainable Building Guidelines require certain procedures followed regarding performance management, site and water, energy and atmosphere, indoor environmental

quality, and materials and waste. The guidelines include state and climactic specific requirements for builders and building operators. Buildings must meet performance outcomes annually, with the aim of achieving carbon neutral buildings by 2030.

B3 is also incorporated in to the University's design and construction standards, which are incorporated in to all design, engineering and contractor contracts.

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.msbg.umn.edu/

Indoor Air Quality

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

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:

993,166 *Square Feet*

Gross floor area of building space:

993,166 *Square Feet*

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

The University of Minnesota system has a comprehensive Indoor Air Quality program. At Morris, this program is managed by the Dept of Environmental Health & Safety (DEHS) in collaboration with Facilities Management. The program has a major focus on preventing and responding to water infiltration from rain and other sources into buildings. There are protocols for water events involving DEHS evaluations and FM standard operating procedures. The program also receives and responds to a variety of complaints from building occupants and tracks trends. Smoke-free polices enforced.

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

http://www.dehs.umn.edu/iaq.htm

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

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Part 1

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

• Local and community-based

And/or

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

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

Local community- based products:

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

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

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

Part 2

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

Submission Note:

We have provided a ratio of dollars representing Sodexo's food expenditures. So, we do not actually spend $1 on food each year, and $0.025 dollars on local/community-based food. We work with Sodexo to understand our food purchases, and as a private company, we respect their desire to not share exact dollar amounts.

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

2.50

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

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

Kadejan chicken, WCROC strawberries, Red Lake fish, and Bix expenditures, which are connected to Food Alliance Midwest.

http://localfoods.umn.edu/foodalliance

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

No

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

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

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

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

We work closely with our food service provider and other local providers to bring more local, fresh and healthy foods to our campus table. We are the lead organizer of the Morris Healthy Eating Initiative, and we are a founding partner of Pride of the Prairie, one of the

longest running local food programs in Minnesota higher education.

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

The Sodexo student liason and Sodexo staff leadership works with the Office of Sustainability team to examine invoices of past food expenses according to categories.

Total annual food and beverage expenditures:

1 *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	---
Dining operations and catering services operated by a contractor	Yes	---
Franchises	No	---
Convenience stores	Yes	---
Vending services	Yes	---
Concessions	Yes	---

Has the institution achieved the following?:

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

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

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

http://www.morris.umn.edu/sustainability/foodandhealth/

Low Impact Dining

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

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:
100

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

We are currently working on determining this figure. Clearly, we purchase food other than conventionally produced animal products. We will take the full penalty by using 100%.

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"):

Our dining services has vegetarian and vegan options on the 'hot lunch' menu each day. In addition, there is a stir-fry line, a pasta bar, and a salad bar with protein options such as tofu and beans at every meal.

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

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

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

"---" *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	143,349 *MMBtu*	128,106 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	12,431 *MMBtu*	26,799 *MMBtu*
District steam/hot water	113,720 *MMBtu*	94,238 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year

Gross floor area	993,166 *Gross Square Feet*	961,267 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	7,553 *Square Feet*
Healthcare space	0 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	9,622
Cooling degree days	458

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	Jan. 1, 2012	Dec. 31, 2012
Baseline Year	Jan. 1, 2005	Dec. 31, 2005

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

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

Our Invensys Energy Management System controls the heating, air conditioning, air handler & heating pump start/stop sequence in most buildings automatically as outside/inside temperatures and time of day dictate.

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

Lights in the NORTH and WEST parking lots are LEDs and dark-sky compliant.

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

All offices in the Welcome Center have motion censors. The T-8 light fixtures near the exterior walls have built in light sensors which sense the amount of daylight coming in and can shut down to perhaps only 10% use of electricity than what they would use if completely on and still maintain a constant level of light because of the daylight. In addition, there are motion sensors in two of our other campus buildings: Imholte and Science. The Green Prairie Community also used occupancy sensors.

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:

Our on-site biomass gasification plant is also combined-heat-and-power. So, it is not co-generation, per se, but it is CHP. Using a back pressure steam turbine, the plant makes the electricity that helps run the plant.

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

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

UMM has an Invensys Energy Management System that reports water, electricity, and steam use for most of our campus buildings.

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

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

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

VendingMisers were installed by students in collaboration with Plant Services, cutting energy use in VendingMiser refrigerated machines by 40%.

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:

Clean and Renewable Energy

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

Submission Note:

Data from the 20kW array can be viewed here:

http://egauge13797.egaug.es/

"---" *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	17,197 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	21,061 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*

Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 *MMBtu*

Total energy consumption, performance year:

143,349 *MMBtu*

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

We obtain 60% of our electricity from two 1.65MW Vestas wind turbines. Morris owns all of the renewable energy credits for the power it consumes from both of these turbines. In addition, there are two photovoltaic panels near the Science building and a back pressure steam turbine in the biomass plant, which also makes electricity. There is also a 20kW solar PV system at Green Prairie Community.

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

The recreational pool at our Regional Fitness Center (RFC) is heated by an array of 32 flat-plate solar thermal panels. This array is estimated to produce about 280MBtu per year. In addition, Morris has a biomass gasification plant that provides heating and cooling at Morris.

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

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

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

http://www.morris.umn.edu/sustainability/renewable/

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

Criteria

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

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

2) Managed in accordance with a sustainable landscape management program

And/or

3) Organic, certified and/or protected

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

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

2) Sustainable Landscape Management Program	The program includes formally adopted guidelines, policies and/or practices that cover all of the following: • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	Protected areas and land that is: • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

	Area
Total campus area	165 *Acres*
Footprint of the institution's buildings	23 *Acres*
Area of undeveloped land, excluding any protected areas	0 *Acres*

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	0 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	142 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

The Morris Grounds Crew uses follows IPM guidelines.

Integrated Pest Management (IPM) is an effective and environmentally sensitive approach to pest management that relies on a combination of common-sense practices. IPM programs use current, comprehensive information on the life cycles of pests and their interaction with the environment. This information is used to manage pest damage by the most economical means, and with the least possible hazard to people, property, and the environment.
[Defintion adapted from the US EPA

http://www.epa.gov/opp00001/factsheets/ipm.htm]

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IPM Practices - Morris Plant Services Grounds Department

These are practices we follow:

• Define action thresholds that allow environmental conditions to dictate when pest control action must be taken to maintain plant health

• Define which insects and weeds require action, and which do not pose a threat to plant health and therefore require no action

• Aerate to reduce plant stress

• Monitor moisture to ensure plant health, making them less susceptible to pest problems

• Include plants that attract beneficial insects to help naturally control destructive insects

• Remove weeds by hand to reduce chemical use, when practical

• When chemical treatment is necessary, only apply directly to affected areas and use only the minimal amount to effectively address problems and vary use to prevent resistance.

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

We use information supplied here to guide our approach:

http://www.extension.umn.edu/garden/landscaping/

There are five considerations in designing a sustainable landscape. The landscape should be:

Visually Pleasing
Cost Effective
Functional
Maintainable
Environmentally Sound

These considerations are not new nor have they been without considerable discussion. Problems arise, however when some considerations are forgotten or unrecognized until after the design process is complete and implementation has started.

Sustainability in the design process is also affected by the order of the main considerations. Having a visually pleasing landscape is usually the most important consideration and is addressed first in the design process. This is easy to understand since it is the primary concern for most clients. A close second, or of equal importance to a client, is cost.

Many times functionality, maintenance and the environment receive less attention or are neglected altogether until a problem arises in the completed landscape.

With a sustainable approach to landscape design, the visually pleasing and cost effectiveness considerations should be the last ones evaluated.

This in no way diminishes the importance of a "good looking" or cost effective landscape, but challenges the designer to create that beauty from a more sustainable approach.

A more sustainable order of considerations would be:

Functional
Maintainable
Environmentally Sound
Cost Effective
Visually Pleasing

It is important to note that none of these considerations are mutually exclusive in the design process. The development of any design will require that each piece be revisited several times in light of the others before the best solution is reached.

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

Our campus has four different 'eras' that our grounds crew must consider when planting. Not only do they consider what plants were in Morris when settlers first arrived, they also look over what was here during the three parts of our campus's 100-year history. UMM has a historic master plan that our crew uses to guide their plant choices. They prioritize the use of native, low maintenance plants while striving to maintain the historic feel of our campus.

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

Landscape waste is collected and brought to the composting area, where it is mixed with food compost to provide in recommended ratios to create an ideal composting environment.

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

http://www.extension.umn.edu/garden/landscaping/implement/

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

Please, see the link as an example of this:

http://www.extension.umn.edu/garden/landscaping/implement/selecting_wood.html

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

The Morris campus uses rain garden and other features to keep water on-campus. Our campus master plan provides guidance regarding the restoration of several water features on campus.

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

At Morris, the grounds crew is also responsible for snow removal in the winter. This is beneficial because they are aware of what is under the snow and are able to make educated decisions about the best place to put removed snow. Currently, we use crushed granite to reduce use of salts. In addition, they have been doing research on organic ice removal products and are performing experiments each winter. Currently, they are working with a liquid de-icing product that must be sprayed on before a snow/ice event.

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

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

Yes

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

http://www.morris.umn.edu/facilities/grounds/

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

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
Yes

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

The electronics purchasing policy, directive, or guidelines :

http://purchasing.umn.edu/policy/sustain.html

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

Morris Computing Services works with campus stakeholders to order computers on campus. Computing Services provides a list of EPEAT-Gold-listed computers for purchase. In general, Computing Services recommends a few computer/monitor/laptop choices to improve computer maintenance on-campus.

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

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

	Expenditure Per Level
EPEAT Bronze	0 *US/Canadian $*
EPEAT Silver	0 *US/Canadian $*
EPEAT Gold	172,500 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:
172,500 *US/Canadian $*

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

Cleaning Products Purchasing

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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Submission Note:

2014 expenditures.

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

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

Yes

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

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

http://www.morris.umn.edu/facilities/custodial/

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

Facilities Management leadership works with the custodial team during the year to ensure the policy is followed. Each year, the Office of Sustainability verifies there has been no change in the policy and that custodial staff continue to follow the guidelines.

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:

7,534 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

10,994 *US/Canadian $*

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

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

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

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

The website URL where information about the institution's green cleaning initiatives is available:

http://www.morris.umn.edu/facilities/custodial/

Office Paper Purchasing

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

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

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

The paper purchasing policy, directive or guidelines:

The entire University of Minnesota-system is directed by the Board of Regents Sustainability and Energy Efficiency policy from July 9, 2004 to improve our sustainability performance.

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Sustain_Energy_Efficiency.pdf

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

Morris recommends and encourages the purchase of recycled content paper of the highest possible content. Duplicating Services policy states that department should "purchase copy paper, legal pads, letterhead stationary, envelops, and other paper products made from recycled paper." Duplicating Services on campus provides recycled content options to customers.

Institutional documents, like Profile, our campus alumni magazine, are printed on post-consumer paper.

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://purchasing.umn.edu/policy/sustain.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

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

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

Campus Fleet

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

A. Gasoline-electric hybrid

B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

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

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

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

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

Total number of vehicles in the institution's fleet :

20

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	7
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	1
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 website URL where information about the institution's support for alternative fuel and power technology is available:

Student Commute Modal Split

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

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

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

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

Total percentage of students that use more sustainable commuting options:

75

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)	25
Walk, bicycle, or use other non-motorized means	75
Vanpool or carpool	---
Take a campus shuttle or public transportation	---
Use a motorcycle, scooter or moped	---

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

We employed a conservative method of analysis that looked a parking permit data and on-campus housing data to estimate commuting patterns. It is likely that if this analysis was done using campus addresses, we would be closer to 90%, because Morris is a residential campus and most students live near campus.

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

Employee Commute Modal Split

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

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

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

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

36

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)	64
Walk, bicycle, or use other non-motorized means	36
Vanpool or carpool	0
Take a campus shuttle or public transportation	0
Use a motorcycle, scooter or moped	---
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 website URL where information about sustainable transportation for employees is available:

Support for Sustainable Transportation

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Part 1

The institution demonstrates its support for active (i.e. non-motorized) transportation on campus in one or more of the following ways:

Option A: Institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) within 50 ft (15 m) of all occupied, non-residential buildings and makes long-term bicycle storage available within 330 ft (100 m) of all residence halls (if applicable).
- Has a "complete streets" or bicycle accommodation policy (or adheres to a local community policy) and/or has a continuous network of dedicated bicycle and pedestrian paths and lanes that connects all occupied buildings and at least one inter-modal transportation node (i.e. transit stop or station)

     And/or

- Has a bicycle-sharing program or participates in a local bicycle-sharing program

Option B: Institution is certified as a Bicycle Friendly University (at any level) by the League of American Bicyclists (U.S.) or under a similar third party certification for non-motorized transportation.

Part 2

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option for employees, either as a matter of policy or as standard practice
- Has incentives or programs to encourage employees to live close to campus

- Other strategies

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

The Science building has lockers and secure, covered bicycle storage. Right across the road, pool showers in the Morris P.E. Fitness Center (RFC) are available to all campus bike commuters. Lockers and secure bike storage are available there, as well.

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

No

A brief description of the bicycle parking and storage facilities:

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

No

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

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

Yes

A brief description of the bicycle sharing program:

The Morris Regional Fitness Center (part of the Morris campus) has multi-person bike that is used by students to get around the town. We also have a ZAP program, which counts bike trips to campus by University employees and offers insurance discounts for frequent bike commuters.

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

No

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

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit program(s), (s), including availability, participation levels, and specifics about discounts or subsidies offered (including pre-tax options):

While we do not have our own shuttle, we have an approach that works for our rural location. The Morris campus is embedded in the city of Morris. The city of Morris offers cheap public transit that the campus community uses routinely. At the Information Desk on campus, reduced-rate punch cards are sold. Punch cards can be purchased at $10 for 22 rides. Between 8AM and 5PM the shuttle stops on campus each hour and you can schedule pickups easily . It is $2.50 without advance notice (at special stops), on weekends and after 6PM. So, it is cheap and easy.

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:

Staff members and students frequently use their listservs to arrange carpools.

Additionally, our campus is part of Zimride. Zimride is a website that allows students and faculty at UMM to post ride requests and offers.

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:

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

No

A brief description of the electric vehicle recharging stations:

We have a regular 110V charging station.

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:

Although there is not a system-wide policy for telecommuting, information and forms to create your own program are available on the website listed below.

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:

A simple application is completed by the employee and then approved by his or her supervisor.

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:

Because we are a rural campus, most of our staff already live in Morris. In fact, roughly 70% of faculty/staff live within 3 miles of campus. The campus culture encourages living close to campus, with special social activities for faculty and staff. There are no "official" incentives.

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:

Because of our campus's rural location and size, a car sharing program wouldn't work. Instead, the Morris Transit bus service stops frequently on campus and also picks students up outside of their scheduled route. The university also contracts with a local coach bus service to shuttle students to and from the Maple Grove Transit Center every weekend.Because of our campus's rural location and size, a car sharing program wouldn't work. Instead, the Morris Transit bus service stops frequently on campus and also picks students up outside

of their scheduled route. The university also contracts with a local coach bus service to shuttle students to and from the Maple Grove Transit Center every weekend.

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

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

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	86 *Tons*	57 *Tons*
Materials composted	38 *Tons*	0 *Tons*
Materials reused, donated or re-sold	0 *Tons*	0 *Tons*
Materials disposed in a solid waste landfill or incinerator	249 *Tons*	274 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	934	758
Number of residential employees	7	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,859	1,673
Full-time equivalent of employees	383	394.50
Full-time equivalent of distance education students	0	0

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

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

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

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

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 week before classes begin, a office supplies exchange is held. Campus staff and faculty are welcome to browse and take items that they can use in their campus offices. Items are collected in our student center. Items are limited to office supplies and small equipment: for example binders, file folders, printer cartridges, calculators, etc. Leftover items are donate to our local thrift store or recycled.

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

Currently, the campus default is to make material available online first. Course catalogs, schedules, and directories can all be found easily on the University of Minnesota Morris website. In addition, the home page links to our directory search where people can be located by entering all or part of their name or their internet id.

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

There is no free printing on student areas on campus. Each student has a printing account. In addition, there is a printer in the library for which students can pay cash at five cents a page.

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

Office of Sustainability student interns work with Office of Residential Life staff to increase the number of recycling containers available upon move-out and encourage students to use these added receptacles. They also partner on a "stuff exchange" a couple of times during the year, including Earth Week, about a month out from graduation.

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:

In the fall of 2009, trays were eliminated in the cafeteria. In addition, the Turtle Mountain Cafe became trayless in January of 2012.

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):

The Turtle Mountain Cafe (TMC) is our restaurant-style option that is not included in our standard meal plan. For $5, anyone can purchase a reusable to-go container to take their food to go; the next day, they can return their dirty container and receive a clean

container to take new food to-go.

Our main dining services has buffet-style meals. There are no to-go options so there is no need for reusable containers.

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):

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:

At the on-campus coffee shop, a $0.10 discount is awarded to customers who bring their own mug. Reusable mugs are also for sale at the counter.

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.morris.umn.edu/sustainability/recycling/

Waste Diversion

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

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:

2014 data.

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

Materials diverted from the solid waste landfill or incinerator:

124 *Tons*

Materials disposed in a solid waste landfill or incinerator :

249 *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 is a large part of UMM culture. We have recycling bins in every building on campus. Our recycling program is student-run, with students playing an active role in every part of the program. We also have an active composting program, diverting more than 30 tons of discarded food scraps from the landfill each year.

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

Our food service cooks in batches meaning there is rarely food left that could be donated. With food that is left over, staff creatively reuse it in different meals. For example, surplus hamburgers are ground and used in tacos.

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

Following a two year long conversation between Morris students, faculty, and staff, the composting initiative launched in the fall of 2012. Pre-consumer waste is collected from the campus dining hall, and in some on-campus residence halls and composted on-campus.

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

Following a two year long conversation between Morris students, faculty, and staff, the composting initiative launched in the fall of 2012. Post-consumer waste is currently collected in the dining hall, on-campus café and coffee shops, and in some on-campus residence halls and composted on-campus.

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	No
Food for animals	No
Food composting	Yes
Cooking oil	No
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	No
Laboratory equipment	No
Furniture	No
Residence hall move-in/move-out waste	Yes

Scrap metal	Yes
Pallets	No
Motor oil	No
Tires	No

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

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.

Submission Note:

WC:502.2 (amount diverted)/607.64 (amount generated),
GPC: 253.9(total onsite diverted)/320.17(total onsite waste)
502.2+253.9= 756.1 diverted
607.64+320.17 = 927.81 generated
927.81-756.1= 171.7
79.31%
105.4+66.3=171.7 (total landfilled/incinerated/etc.)

http://www.morris.umn.edu/newsevents/view.php?itemID=12104

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

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

756.10 *Tons*

Construction and demolition materials landfilled or incinerated :

171.70 *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:

MN State B3 guidelines require demolition and construction waste diversion. Additionally, the University requires waste diversion through their design and construction standards.

Hazardous Waste Management

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:
Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

UMM proudly practices green chemistry and green lab design. The faculty and staff on this campus are very interested and occupied with trying to reduce the amounts of waste produced. The faculty are constantly trying new ways to do labs that are more environmentally friendly. This includes manufacturing chemicals in one lab that can be used in a subsequent lab.

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

The University of Minnesota, Morris is part of a larger system, the University of Minnesota. As a member of the larger system, we follow the waste handling procedures set by the larger system, but modified to fit Morris. The waste in the system is managed by the Department of Health and Safety.
The chemicals from our plant services and art departments are also collected and transported to the cities.

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

None.

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

Our campus proudly practices green chemistry. Our professors work together to reduce chemical waste and design labs that allow for the reuse of chemicals. Chemicals that are not reused in UMM labs but could be reused elsewhere are delivered to the Twin Cities campus Hazardous Waste facility where they are placed in a redistribution network.

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?:

No

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

There are boxes in buildings around campus where people can recycle ink cartridges. In addition, battery recycling is available in certain locations. As for larger electronic waste, such as computers, our Computing Services collects and evaluates if items should be refurbished or recycled. The electronic waste from UMM is shipped via University of Minnesota Twin Cities, Department of Environmental Health & Safety to a facility in St. Paul that recycles it.

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

Electronic waste generated at UMM is transported to the University of Minnesota Twin Cities campus, where Asset Recovery Corp takes over.

http://www.assetrecoverycorp.com/

http://www.dehs.umn.edu/hazwaste_chemwaste_umn_cwmgbk_sec5.htm#ee

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

http://www.dehs.umn.edu/hazwaste_chemwaste.htm

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

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

Submission Note:
Problems with 2005 water data, missing information. Using 2006-2007 data and 2013-2014 data.

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

Level of water risk for the institution's main campus:

Medium to High

Total water use::

	Performance Year	**Baseline Year**
Total water use	26,627,169 *Gallons*	40,409,054 *Gallons*

Potable water use::

	Performance Year	**Baseline Year**
Potable water use	2,014 *Gallons*	2,007 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	934	741
Number of residential employees	7	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	1,859	1,681
Full-time equivalent of employees	383	366
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	993,166 *Square Feet*	964.45 *Square Feet*

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	142 *Acres*	142 *Acres*

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, 2006	June 30, 2007

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:

We made improvements to our heating plant boiler system to use reuse water that was being previously sewered.

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

A majority all of the buildings on campus have individual water consumption meters.

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

Dual-flush toilets.

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

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

Our grounds crew always prioritizes the use of drought tolerant plants. Some examples include, a large area of native grasses near our Science building, plantings of black-eyed susan, Russian sage, and trees that are suited to this area. Whenever designing a new landscape area, our grounds crew carefully considers the precipitation we receive annually, the soil type, amount of sunlight, and how much traffic the area will receive. This information always guides the plants they choose.

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

Although there are plans in place to implement a computer-run system, it has not been created yet. Currently, our grounds crew monitors the weather and makes adjustments accordingly.

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

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

Rainwater Management

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

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 Morris campus master plan contains a section dedicated to stormwater management. Suggestions such as installing rain gardens, creating vegetated swales, and restoring a wetland on campus are clearly laid out.
We have implemented rain gardens on campus and have installed permeable pavers in select areas.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

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

LID incorporates the practices described above.

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:

We have a demonstration porous paver bike pad on-campus.

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

A brief description of any rain gardens on campus:

We have raingardens on campus. Several are installed near the Green Prairie Community.

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

Campus stormwater runoff is directed to a retention pond.

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

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

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

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Wastewater Management

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

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Morris campus has a sustainability committee, an Office of Sustainability, staffed by several students, and a full-time sustainability directors. Together, this team has supported the implementation of a new composting program on-campus, a new residence hall, new sustainability communication materials, and more.

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 Green Team examines sustainability-related issues that need attention on campus.

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

Margaret Kuchenreuther- professor of biology, coordinator of Environmental Studies

Thomas Ladner - assistant director, Office of Residential Life

Tony Nemmers - general manager, Campus Dining Services

Jess Coggins - Green Prairie Community Coordinator

Melissa Weber - director of communications

Troy Ostby - facilities management, recycling and composting coordinator

Lisa Harris - facilities management, assistant to the Vice Chancellor for Finance and Facilities

2 student representatives from the Morris Campus Student Association sustainability representative that change each semester

The Office of Sustainability metrics intern

Troy Goodnough - sustainability director

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

http://www.uservices.umn.edu/sustainableU/assets/pdf/2012-2013_Sustainability_Report.pdf

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:

Our sustainability office focuses on the following areas:
coordination; accountability and reporting, communications; messaging and In-reach; education and training; faculty and staff support; innovation, program creation and development; outreach and community engagement; culture change

Full-time equivalent (FTE) of people employed in the sustainability office(s):

3

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

http://www.morris.umn.edu/sustainability/office/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Troy Goodnough

A brief description of each sustainability officer position:

Troy Goodnough supports sustainability related efforts at Morris. The Morris Sustainability Office seeks to communicate, coordinate, collaborate, celebrate, and report all things sustainability at Morris.

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

http://www.morris.umn.edu/newsevents/view.php?itemID=1153

Sustainability Planning

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

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

Other	---	---

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

Morris has designated course development grants specifically for advancing sustainability in the curriculum.

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

As mentioned in a previous section, grant awards up to $3,000 have been designated for course development in this area. Our goals is to have at least 5 grants in this area between 2015 and 2016.

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

Dean's Office, Sustainability Leaders for the Future Program

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:

Morris has a goal of increasing campus engagement around sustainability. We have launched a new program for this purpose. A description of some of these efforts can be found here:

http://www.morris.umn.edu/newsevents/view.php?itemID=12946

http://www.morris.umn.edu/newsevents/view.php?itemID=13128

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

One goal includes instituting a sustainability literacy assessment in 2015.

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

Vice-Chancellor of Academic Affairs and Dean, Grants Development, Office of Sustainability

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

Morris has a goal of increasing our public engagement efforts in sustainability. Each year the public engagement offices at Morris (Center for Small Towns, Office of Community Engagement, Office of Sustainability) join the U of M Office of Public Engagement at a systemwide retreat to discuss these efforts. In 2015, Morris earned Carnegie classification as a Community Engagement School, including for campus sustainability efforts around water, food, and climate.

http://www.morris.umn.edu/newsevents/view.php?itemID=13165

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

For example: Integrate sustainability-themes into Soup and Substance conversations each year. Further develop the community-climate education project. Hold at least 3 community meetings that intersect with climate, renewable energy, and economic development each year.

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

Vice-Chancellor of Finance and Facilities, Office of Sustainability, Center for Small Towns, Office of Community Engagement

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

Morris has a climate recommendation embedded in its master plan. This includes developing a carbon master plan. A proprietary carbon master plan, in the form of an interactive spreadsheet, was developed with an external partner for Morris and has helped guide our clean energy development. We have presented at several conferences about the Morris Carbon Master Plan.

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

See our ACUPCC commitment goals.

http://rs.acupcc.org/progress/1061/

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

Chancellor, Vice-Chancellor of Finance and Facilities, and Sustainability Director

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

Morris has building recommendations and energy conservation embedded in its master plan. This plan incorporates USGBC LEED into our planning. Additionally, University of Minnesota building must be built in compliance with the State of Minnesota Sustainable Building Guidelines - Buildings, Benchmarks and Beyond, known as B3.

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

New buildings will comply with B3 and have LEED ratings. The last two buildings built or significantly renovated at Morris have achieved LEED Gold certification.

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

Vice-Chancellor of Finance and Facilities, Vice-Chancellor of Student Life

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

A description of our food action plan can be found here, including our community action plan, logic model, healthy eating target and community food assessment.

http://www.morris.umn.edu/healthyeating/actionplan/

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

Morris has a goal, in partnership with Sodexo, to have all sustainable seafood by 2015, 20% sustainable food by 2020. The Morris master plan has a number of recommendations around developing a system to better understand the carbon footprint of our campus food system, incorporating more seasonal menus, and more.

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

Vice Chancellor of Student Affairs, Vice-Chancellor of Finance and Facilities, Morris Healthy Eating, Facilities Management, Office of Sustainability

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

The Morris master plan and strategic plans describe our campus energy goals by using renewable energy sources. Our campus goal is carbon neutrality. Information about our energy and climate goals are also in our ACUPCC report.

http://rs.acupcc.org/progress/1061/

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

For example: our goal is to obtain a 70% reduction (in Scope I, II, III) in our greenhouse gas emissions by 2015. Our goal is to obtain 60% of our electricity from wind. Our goal is to offset 70% of our traditional fossil fuel usage by biomass.

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

Vice Chancellor of Student Affairs, Facilities Management, Office of Sustainability

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

The Morris grounds crew is working to advance sustainability efforts on campus in many areas. Currently, the grounds crew has worked on several key areas in the past 5 years: increasing the diversity and resilience of the Morris campus tree canopy, improving the signage of native plantings on campus, increasing rain garden installations on campus, improving the campus compost program, and supporting edible landscapes. The grounds crew received notification in 2015 that we earned Tree Campus USA certification.

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

Examples of grounds crew planning efforts: Improve the composting process by incorporating the use of a compost sifter. Continue to improve the campus tree canopy, by planting more diverse and climate-tolerant trees. Continue preparations for possible emerald ash borer invasion by managing the campus ash tree population.

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

Facilities Management, Grounds Crew, Office of Sustainability

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

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

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

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

The Morris master plan articulates several goals related to the campus fleet vehicles and improving campus transportation options for students.

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

For example: Conversion of vehicle fleet to alternative-fuel/hybrid vehicles to increase the fuel economy of the fleet. Convert existing parking to green spaces. Coordinate travel for students between Morris and common travel locations, like the Twin Cities, providing preferential parking locations for low-emission vehicles and more.

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

Vice-Chancellor of Finance and Facilities, Facilities Management, Office of Sustainability

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

Morris has a goal of becoming a zero waste campus. This aspiration is described in the Morris master plan.

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

To measure an increase in waste diversion towards our composting system each year. To measure a reduction in our non-recyclable/compostable waste hauled each year.

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

Vice-Chancellor of Finance and Facilities, Facilities Management, Office of Sustainability

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

The Morris master plan describes several goals related to Morris water management, especially pertaining to stormwater planning on campus.

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

Examples include: restoration of a wetland near campus, creating some wetland/drainage areas on-campus, analyzing volumes of campus water discharged to the Pomme de Terre River, improving the sump pump system at the biomass gasifier plant, and more.

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

Vice-Chancellor of Finance and Facilities, Grounds Crew, Facilities Management, Office of Sustainability

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

Morris has the most diverse campus in the University of Minnesota system. Morris also is unique in its commitment to serving Native American students. Our campus is working hard to increase both diversity on-campus and ensure affordable tuition. Our plan is to continue to attract a diverse student body, provide our students with support structures and co-curricular experiences that help them stay in college, and keep tuition affordable by working in partnership with the U of M system and Minnesota legislature. You can see evidence of these efforts in some of the links below, where we have been recognized for our efforts in both of these area.

http://www.startribune.com/opinion/editorials/220426641.html

http://www.morris.umn.edu/urelations/weeklybulletin/archive/index.php?itemID=12672#Story4

http://www.morris.umn.edu/newsevents/view.php?itemID=13057

http://www.morris.umn.edu/newsevents/view.php?itemID=13151

http://www.morris.umn.edu/newsevents/view.php?itemID=13126

http://www.morris.umn.edu/newsevents/view.php?itemID=13121

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

An example from our strategic plan: increase U.S. students-of-color to 25% of total enrollment by 2016.

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

Vice Chancellor for Student Affairs, Admissions Office, Multi-Ethnic Student Program

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

Morris has a robust health and wellness program. We have several programs which work together to address this integrated work, including: mental health, physical health, safety and emergencies, violence prevention and response, wellness program, and healthy eating. For more information about the work of this integrated team, see this link.

http://www.morris.umn.edu/wellness/

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

An example from the Morris strategic plan: modernize the Food Service Building to improve preparation and serving facilities to offer a greater variety of fresh, healthy, locally-provided food of improved quality that is attractive to a more diverse student body.

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

Vice Chancellor for Student Affairs, Morris Healthy Eating, Wellness Center, Campus Police, Health Services, Regional Fitness Center, Human Resources, Mental Health, Violence Prevention and Response

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:

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

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

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

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.

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

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

Heidi Eger
STARS intern
Office of Sustainability

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 Multi-Ethnic Experience Committee (MEC) is responsible for promoting campuswide understanding of racial and ethnic minorities and for enhancing their educational opportunities. It considers and makes recommendations regarding curriculum, educational programs and extracurricular activities where these touch upon the interests of racial or ethnic minorities. It consults, advises, and cooperates with existing committees that have jurisdiction in these areas to develop and recommend policies.

The full-time equivalent of people employed in the diversity and equity office:

5

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.morris.umn.edu/equitydiversity/multiethnic/multiethniccommittee/

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:

We offer a variety of programs, films, events throughout the year that focus on some aspect of cultural competence. The biggest yearly activity is World Touch Cultural Heritage Week which provides a week of programming for the campus around cultural diversity issues.

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

Assessing Diversity and Equity

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

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

Yes

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

We assess diversity and equity information on campus in several ways.

1) We use institutional student experience survey information and NSSE data to examine how diverse student groups are performing at Morris, and to learn about participation and satisfaction of these groups, as well as identify areas for improvement.
2) Students living on campus (95% of first year students and half of all students) complete an annual educational benchmarking study assessing students experience with residential life. Questions assessing the equity and diversity climate ask student a series of questions rate "to what extent do your fellow residents respect people of differing genders" as well as sexual orientation, races/ethnicities, religious beliefs, and political views.
2) The Office of Equity, Diversity, and Intercultural Programs engages with large numbers of students from under-represented student populations and receives feedback from them.
3) Focus groups and listening sessions have been used to gather feedback about attitudes and campus culture for diversity and equity.
4) Campus leaders regularly review retention and graduation data for diverse student populations.

We send out a Residential Life benchmarking survey that goes out to first year students and half of the student body.

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

Heidi Eger
STARS intern
Office of Sustainability

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups:

The Multi-Ethnic Student Program office offers mentoring and support for under-represented students. We also have a number of culturally oriented student organizations (Black Student Union, Asian Student Association, Voces Unidas, Women of Color Association, E-Quality, Circle of Nations Indian Association, AISES, etc.) Through campus governance we also have the Multi-Ethnic Experience Committee which addresses issues of diversity on campus.

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

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?:

No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Support for Future Faculty Diversity

Responsible Party

Heidi Eger
STARS intern
Office of Sustainability

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:

Several UMM programs focus on exposing underrepresented students to research opportunities and encouraging them to pursue graduate studies. We are a member of the "Northstar Alliance", an NSF-funded program that seeks to increase the success rate of Native American, African American and Hispanic/Latino students in STEM (Science Technology Engineering Math) fields. In addition, we have a STEP program that seeks to encourage Native American students to participate in environmental science research projects. Another program is MMP, the Multi-Ethnic Mentorship program which provides students of color the opportunity to receive a stipend for working with faculty or staff on year-long projects.

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

http://www.morris.umn.edu/equitydiversity/multiethnic/mentorship/

Affordability and Access

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:

http://www.morris.umn.edu/financialaid/grants/
(about University Grant)

"---" *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:

Morris serves a significant number of low-income students, with over 30% of our population being Pell eligible.

We provide a holistic approach to services and counseling for our students.

Morris participates in all available state and federal financial aid programs and we offer need-based institutional scholarships.

Additional information:

Ninety-three percent of UMM students receive financial aid from a variety of public and private sources. The campus is regularly recognized as an affordable "best buy" in higher
education, graduating students with more manageable levels of loan debt than peer institutions.

UMM is committed to providing sufficient financial assistance to meet the full financial
need of each student and works actively to minimize the student's dependence on student loans.

Staff encourage and assist all students in completing the Free Application for Federal Student Aid (FAFSA) to qualify for grant and scholarship aid. Financial Aid encourages students to use Federal Work Study instead of loans when available and possible.

UMM has the largest percentage of students in the University of Minnesota receiving the U Promise Scholarships for high need and middle income Minnesota residents. The program serves Pell eligible students from Minnesota, combining federal, state,and institutional grants to cover a high portion of students cost of attendance, up to 100% of tuition and required student service fees for high EFC students

UMM offers a tuition waiver for American Indian students, mandated in federal and Minnesota laws rooted in founding of the campus in the late 1800s as an American Indian boarding school.

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

Given our campus size and demographics -- and the responsibility of campus faculty to do academic advising, the faaulty routinely consult with the financial aid office to answer questions low-income students may have.

Morris's long-standing commitment to serving historically underrepresented students is rooted in the founding of the college in 1960 as an affordable, accessible public alternative to private liberal arts colleges. A number of faculty and staff are themselves first generation college students, many from low-income backgrounds who are attracted to the campus mission and vision. These staff serve as role models and mentors for low-income students. Faculty members work closely with students as their faculty advisers and routinely consult with financial aid staff to provide the best advice and support for low-income students. Workshops are provided to help faculty advisers understand the potential impact on financial aid package when students change their credit load during the semester.

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

More than half of UMM's students of color are from low income backgrounds, compared to one in three Caucasian students. The Office of Equity, Diversity and Intercultural programs leads a long-time credit bearing summer bridge program called Gateway that provides academic and holistic support for students transitioning from high school to college and serves primarily students of color. Gateway students receive support through their first year of college and beyond. The program has shown great success in supporting the retention of participating students, many of whom are low-income and first-generation students, early in their college experience. Participants' first and second-year retention rates are consistently above other students of color and for some cohorts above the student population as a whole.

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

Institutional scholarships are available and awarded based on need as determined by FAFSA results.

Examples of institutional programs to assist low-income student are: the UPromise Program, which is tied to EFC (estimated family contribution) and AGI, and also the University Grant program. Both of these programs provide funding that is directed toward our low-income students.

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

Morris provides financial aid outreach to regional high schools, their parents, and students, about the financial aid process.

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

Morris recruits in a number of underserved, high need rural and urban communities across the state of Minnesota and beyond. With the Office of Equity and Diversity, the Admissions staff hosts groups serving high need and historically underrepresented populations for campus visits.

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

Morris participates in the Statewide Financial Aid conference and works to educated guidance counselors about how financial aid works for low-income students.

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

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

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.morris.umn.edu/financialaid/scholarshipswaivers/promise/

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

Heidi Eger
STARS intern
Office of Sustainability

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.

Submission Note:

The numbers above only reflect University employees. The University does not track the number of contractors and subcontractors on campus at any given time, but it is the policy of the University of Minnesota that all projects contracted for by the University shall comply with the prevailing wage requirements of Minn. Stat. 177.41 through 177.43. This requirement shall apply regardless of the source of funding.

"---" *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?:
No

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://www1.umn.edu/ohr/toolkit/compensation/

Assessing Employee Satisfaction

Responsible Party

Heidi Eger
STARS intern
Office of Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

The Pulse survey is an online employee satisfaction survey developed and administered exclusively at the University of Minnesota. The 2010 survey was the fourth administration of the biennial survey designed to better understand the work experiences of all employees. Reporting and analysis is completed by administrators responsible for systemwide policies and practices in areas such as compensation, benefits, faculty affairs, compliance, and non■instructional equity and diversity. Unit level reports are also provided to campus, college, and administrative support unit leaders.

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:

2,010

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

http://www1.umn.edu/ohr/er/pulse/index.html

Wellness Program

Responsible Party

Heidi Eger
STARS intern
Office of Sustainability

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 (EAP) provides cost-free and confidential professional consultation and referral services for University employees, academic staff, and faculty who have work or personal concerns. Spouses/partners and dependents are also eligible for EAP services.

Consultation areas include everything from stress management, to work relationships, to mental health.

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

http://www1.umn.edu/ohr/wellness/eap/index.html

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

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US $1 million or larger. Institutions with endowments totaling less than US $1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:
Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

The Social Concerns Committee is primarily concerned with the interrelationship between the University and the broader social community. It is concerned with the nature and extent of the University's response to social concerns. The committee has developed resolutions that encourage purchase of fair trade shade grown coffee, purchase of 30% content recycling paper, and the development and purchase of renewable energy. The Assets management team proactively reviews investments against available lists (Sudan divestment, for example) and communicates as appropriate to ensure investors are aware to steer clear of certain investments not consistent with university values and ethics. More recently, this committee has been examining divestment and discussing with U of M financial staff how divestment might affect the U of M investment portfolio.

See here for recent notes on the divestment discussion:

http://conservancy.umn.edu/bitstream/handle/11299/166805/14_09_29_SocialConcerns.pdf?sequence=1

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

http://www1.umn.edu/usenate/committees/soccon.html

CHAIR
David Golden
Boynton Health Service
ACADEMIC PROFESSIONAL REPRESENTATIVES
Jayne Blodgett
Rodney A. Briggs Library
Deborah Hendricks
Clinical & Translational Sci Inst
ALUMNI REPRESENTATIVES
David Fuhs
Anne Sumangil
CIVIL SERVICE REPRESENTATIVES
Felicia Christy
Entomology
Breann Graber
Finance & Operations
Sandeep Kataria
Masonic Cancer Center
EX OFFICIO (W/O VOTE)
Stuart Mason
Investments & Banking
Michael O'Day
Equal Opportunity/Affirm Action
FACULTY REPRESENTATIVES
Laura Duckett
Nursing
Zan Gao
Kinesiology
Stephen Gross
Social Sciences
Brenda Kayzar
Geography
Naomi Scheman
Philosophy
Rachel Schurman

Sociology

Catherine Solheim

Family Social Science

STUDENT REPRESENTATIVES

Katie Benson

Natalie Pope

Eric Svingen

Abeer Syedah

Examples of CIR actions during the previous three years:

Resolution to ban purchase and further use of triclosan-related compounds.

http://www1.umn.edu/usenate/soccon/triclosanres.html

The website URL where information about the CIR is available:

http://www1.umn.edu/usenate/committees/soccon.html

Sustainable Investment

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

1,259,000,000 *US/Canadian $*

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	37,000,000 *US/Canadian $*
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 *US/Canadian $*
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	0 *US/Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/Canadian $*
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

As of 2015, the University of Minnesota Endowment balance was $1.259B. We have $37 million invested in sustainable forests. We are not able to select out or track any of the other categories.

The University of Minnesota Foundation is managed by a third party entity. Values for investments are not available and so this total is not included in the data presented. Investments are made in the areas of Natural Resources – Sustainable forestry and Private Equity – Focus on reducing greenhouse gas emissions in developing countries.

The Minnesota Medical Foundation (MMF) is managed by a third party entity.

As of June 30, 2011 the Minnesota Medical Foundation has no direct investments in renewable energy of sustainable forestry. MMF is unable to select out or track any of the other categories in the investment funds at Commonfund.

MMF had $586,000 investment in Commonfund's Natural Resources Partners VIII, LP which has a less than 5% allocation to Clean Energy. Founded in 1971 to serve the investment needs of college endowments, Commonfund manages funds for a majority of the largest 100 educational endowments in the U.S. as well as top foundations and healthcare organizations. The Natural Resources Partners VIII, LP referenced above is a fund of funds non-marketable investment.

While there is no formal policy regarding considering environmental/ sustainability factors, there are general practices with founded in the Board of Regents Energy Efficiency and Sustainability policy and Social Concerns Committee.

The U of M Foundation receives donations designated for programs/initiatives with environmental and sustainability factors.

Does the institution have a publicly available sustainable investment policy?:
No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:
No

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:
0

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to

promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

The University removed itself from investments in Sudan in 2008. The concern over these investments was brought to the Social Concerns Committee. The committee recommended and resolved that the U of M remove any investments involved in this conflict. Investments were then taken out of the region and have not been added since. Each year, the committee reviews any issues of a similar nature.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

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?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Implementation of a cold-weather windrow-based composting system in rural Minnesota

A brief description of the innovative policy, practice, program, or outcome :

For two years, students worked with Morris faculty and staff to develop a cold-weather windrow-based composting system in Morris, MN. Students integrated the study of a composting system into their coursework and classes. A student and staff team went to composting school together to learn more about how Morris would create a system that would work for its location. The project was also done in collaboration and consultation with the Minnesota Pollution Control Agency and Minnesota GreenCorps program. Many campuses have spend hundreds of thousands on an industrial composting system. Morris was able to greatly reduce the cost with their program, and they also worked with a regional manufacturer to improve their equipment to create a sifter that would work for our composting system. This is an innovative effort.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

30 tons/food scraps are diverted from the landfill each year. Yielding about $8000/year in avoided costs for garbage removal.

A letter of affirmation from an individual with relevant expertise:

Innovation Credit 1.PDF

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	---
Air & Climate	---
Buildings	---
Dining Services	---

Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	Yes
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Innovation 2

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Developing a Citizen Jury in Rural Minnesota to Explore Climate Change and Extreme Weather Impacts

A brief description of the innovative policy, practice, program, or outcome:

For the past two years, Morris staff and students have worked with several groups, including the Jefferson Center and Institute for Agriculture and Trade Policy worked to develop a public participation event in rural Minnesota to explore climate change and extreme weather impacts. In June 2014, 15 Morris community members were convened for 3 days to discuss opportunities, challenges, and action steps they could take to make the Morris community more resilient. This was the first Citizen Jury held on climate change and extreme weather and has served as a model for other juries on this topic. Morris worked with partners to lay the groundwork and cultivate relationships for this pilot project. This work has been recognized as innovative and important in Minnesota.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Community members from the city of Morris, campus, and surrounding community created a collaborative document that describes how the region can better prepare for extreme weather impacts. This Rural Climate Dialogue report is a tangible and important planning document for future climate-related public engagement efforts that will take place over the next two years.

A letter of affirmation from an individual with relevant expertise:

Innovation Credit 2.PDF

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	Yes
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:

http://jefferson-center.org/wp-content/uploads/2014/04/Morris-Area-Climate-Dialogue-Report.pdf

Innovation 3

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Integrating SNAP/EBT into the Morris Area Farmers Market

A brief description of the innovative policy, practice, program, or outcome:

In the last two years Morris has integrated electronic business transfer (EBT) payment for families using Supplemental Nutrition Assistance Program (SNAP), which was previously known as food stamps. This allows community members who are using SNAP benefits to use their EBT cards at the Morris Area Farmers Market. The process of integrating EBT into a rural farmers market was logistically challenging, and is not common practice at most rural markets. This is innovative and sustainability-related because it helps local families with low-incomes to purchase quality and nutritious food.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Families using SNAP have been able to use their EBT cards at the Morris Area Farmers Market.

A letter of affirmation from an individual with relevant expertise:

Innovation Credit 3.PDF

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	Yes
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

Responsible Party

Troy Goodnough
Sustainability Director
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

Title or keywords related to the innovative policy, practice, program, or outcome:

Latino Community Partnerships

A brief description of the innovative policy, practice, program, or outcome:

Due to the incredible growth in the Latino community, largely due to the growth of large, factory farms in the region, Morris and its partners have made a concerted effort to engage with the Latino community through multiple programs, including: 1) the Morris Intercultural Education Initiative, a partnership with the local schools to ensure that Spanish-speaking parents are fully engaged in their children's education and children receive the support they need to succeed; 2) the ESL TREC (Tutoring, Reading, and Empowering Children) program to ensure that Latino children from pre-K through Grade 8 have literacy and social/emotional programming available; 3) the Community ESL Program, comprised of seven levels of classes taught by UMM students at three sites for adult learners; and 4) Jane Addams, a bilingual discussion group for UMM students and Spanish-speaking community members to discuss issues including culture, family, and social and environmental justice.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

Through this process several hundred hours of ESL classes have been taught. Hundreds of community members have been connected around food, education, and culture.

A letter of affirmation from an individual with relevant expertise:

Innovation Credit 4.PDF

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	Yes
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: