University of Nebraska - Lincoln

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

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

The STARS report is limited to the University of Nebraska–Lincoln and excludes other schools in the system such as the University of Nebraska Medical Center.

Reason for excluding pharmacy school:

The Pharmacy school is part of the University of Nebraska Medical Center, therefore it is not part of the this STARS Submission.

Reason for excluding public health school:

The College of Public Health is part of the University of Nebraska Medical Center, therefore it is not part of the this STARS Submission.

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

The Nebraska Medical Center and the University of Nebraska Medical Center are not part of the Lincoln Campus. Therefore, excluded from the submission.

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:

1,338,000,000 *US/Canadian $*

Total campus area:

647 *Acres*

IECC climate region:

Cold

Locale:

Large city

Gross floor area of building space:

13,089,587 *Gross Square Feet*

Conditioned floor area:

9,985,696 *Square Feet*

Floor area of laboratory space:

1,992,609 *Square Feet*

Floor area of healthcare space:

47,263 *Square Feet*

Floor area of other energy intensive space:

0 *Square Feet*

Floor area of residential space:

1,718,555 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)

Biomass	---
Coal	14
Geothermal	---
Hydro	85.10
Natural gas	0.40
Nuclear	---
Solar photovoltaic	---
Wind	0.50
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	2
Fuel oil	2
Geothermal	1.50
Natural gas	94.50
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:

9

Number of academic departments (or the equivalent):

182

Full-time equivalent enrollment:

22,393

Full-time equivalent of employees:

3,671.16

Full-time equivalent of distance education students:

1,084

Total number of undergraduate students:

19,376

Total number of graduate students:

5,069

Number of degree-seeking students:

23,191

Number of non-credit students:

611

Number of employees:

5,373

Number of residential students:

8,347

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Academic Courses

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	6,209	3,308
Number of sustainability courses offered	46	12
Number of courses offered that include sustainability	47	20

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

37

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

182

Number of years covered by the data:

One

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

Sustainabilty Courses .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://sustainability.unl.edu/

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

courses were counted by section/offering. The total courses offered is the cross-listed total.

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

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

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

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

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

Does the institution designate sustainability courses on student transcripts?:

Learning Outcomes

Criteria

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

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

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

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

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

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

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

Total number of graduates from degree programs:

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

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

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

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

Undergraduate Program

Responsible Party

Sara Cooper
Academic Advisor and Instructor
Environmental Studies

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 Studies is a Systematic study of human interaction with their environment. It's a broad field of study that includes the natural environment, built environments, social environments, organizational environments, and the sets of relationships between them.

The website URL for the undergraduate degree program (1st program):
http://esp.unl.edu/

The name of the sustainability-focused, undergraduate degree program (2nd program):
Natural Resources & Environmental Economics

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

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

http://snr.unl.edu/undergrad/programs/environecon/intro.asp

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

Energy Sciences

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

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

http://energysciences.unl.edu/

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

Criteria

Institution offers at least one:

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

> And/or

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

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

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

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

   And/or

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

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

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

Submission Note:

The GREEN Program Website:
https://thegreenprogram.com/#page=#students-page-hash

"---" 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:

Study Abroad Brazil-Social Justice and Sustainable Development:This opportunity to study abroad in Brazil explores the social, economic and environmental challenges that demand creative solutions. Students explore and interact with people of different social strata.

The GREEN Program: An unconventional model designed as a short term intensive course. Learn by doing through interactive industry training modules, course discussions by industry professionals, hands-on sustainable solutions, exclusive functioning renewable energy facilities, and the interdisciplinary capstone deliverable.

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

http://unl.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=11206

Sustainability Literacy Assessment

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:

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

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:

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

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

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

Incentives for Developing Courses

Criteria

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

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

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

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

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

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

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

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

Campus as a Living Laboratory

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

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	---
Buildings	Yes
Dining Services/Food	Yes
Energy	Yes
Grounds	Yes
Purchasing	---
Transportation	Yes
Waste	---
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	No
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:

In disciplines of both Architecture and Construction Management students develop and design building proposals for renovating old campus buildings and buildings new ones.
In addition to considerations for the design and construction processes, student also place great emphasis on sustainability related aspects

their work.

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

A number of Environmental Studies students observed that UNL was lacking one growing portion of agriculture, Organic Farming. They students then, as part of their senior capstone project, developed and created UNL's first Student Lead Organic Farm.

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:

Part of a Construction Management and Architecture joint course, students are lead on a tour of the campus Central Plant where they learn about the methods and processes used to heat, cool, and power the campus.

Several student also elect to study a campus energy related topic for their thesis. Like the Mechanical Engineering student who studied methods for reducing the consumption of electrical energy in the UNL Jorgensen Hall (JH) air handling unit 2 (AHU2).

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:

A variety of Horticulture and Landscape Architecture courses are taught using the physical campus landscape,arboretum, and greenhouses.

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

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

Students in Architecture and Community and Regional Planning have studied transportation issues on and relating campus. Those studies resulted in a guide to implementing a bike sharing program and a study on a multi-modal transit stations.

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

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

Landscape Architecture students work to analyzing feasibility of and propose locations for the creation bioswales on campus to reduce water runoff into storm drains. Their findings were used to inform the creation of the Campus Landscape and Physical Master Plan.

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

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

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

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:

A number of student Interns at the Center for Civic Engagement work closely with community organization to set up Alternative Spring Break Trips, Service Day program, and other volunteer opportunities for UNL Students.

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

Behavior Change: A Physiology student studied the role of emotion in environmental decision making using a variety of on campus sustainability and recycling events.

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

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Part 1

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

Part 2

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

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

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

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

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

Number of the institution's faculty and/or staff engaged in sustainability research:
33

Total number of the institution's faculty and/or staff engaged in research:
939

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
13

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:

UNL Sustainability Research 1.21.14.pdf

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

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

A request for information with sent to all departments for the inventory.

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

The website URL where information about sustainability research is available:

Support for Research

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?:

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

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

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

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

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

Has the institution formally adopted policies and procedures that give positive recognition to interdisciplinary,

transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:

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

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?:

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

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

Access to Research

Responsible Party

Paul Royster
Scholarly Communications
UNL Libraries

Criteria

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

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

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

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

11

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

11

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

The University of Nebraska–Lincoln Digital Common Repository was established in 2005 and has grown to become the second largest institutional repository for faculty research in the United State. It hosts more than 66,315 documents, including 13,000 dissertations, and 53,000 faculty articles, monographs, reviews, white papers, technical reports, conference presentations, musical scores, and creative works.

The Board of Regents of the University of Nebraska protects the copyright ownership of the authors of any scholarly communication. Therefore participation in this program is not mandatory. However the Faculty senate endorses open access and the Digital Commons Institutional Repository, and encourages all faculty to use the service.

A copy of the open access policy:

The open access policy:

The website URL where the open access repository is available:

http://nebraska.edu/docs/board/RegentPolicies.pdf

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

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

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

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

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

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

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

"---" *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?:

Number of degree-seeking students enrolled at the institution:
24,207

Name of the student educators program (1st program):
Environmental Leadership Program

Number of students served (i.e. directly targeted) by the program (1st program):
20

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

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

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

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

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

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

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

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

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

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

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

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

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

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

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

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

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

100

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

The Environmental Leadership Program (ELP) outlined that incoming students will play a crucial role in changing behavior of University Students. Therefore, the ELP focused heavily on educating New Student Enrollment leaders (NSE) about sustainability and how it is embodied on campus.

When providing the day-long orientation NSE leaders discussed the following with incoming students:

• Green Dorm Living: How to use the dorm room recycling program and how to effectively reduce energy consumption by reducing plug loads, and controlling temperature to reflect changes in room occupancy.

• Leaders also explain the various green transportation modes that campus and the City of Lincoln accommodate including the free bus system, the Zipcar program, and the riding bikes on campus and in the City's trails.

• Throughout the 3.5 hour tour of campus orientation leaders also highlighted LEED certified buildings and explained UNL's sustainable

building policy. Green features, such as materials, water bottle filling stations, and landscaping were highlighted when in one of campus' LEED certified buildings.

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

Student Life

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

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

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

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

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

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

	Yes or No

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

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

Yes, the student group Sustain UNL focuses predominantly on activities related to campus sustainability. This group undertakes various recycling, cleanup, political and educational activities designed at educating students and furthering the cause of UNL as an increasingly sustainable institution.

The website URL where information about student groups is available:

http://sustainunl.wordpress.com/

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:

In addition to the existing small garden plots available to student, a student-lead organic farm has been established to give students a greater opportunity to learn about organic farming methods.

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

http://unlsof.wordpress.com/

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

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

A brief description of the sustainable investment or finance initiatives:

The 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:

UNL host numerous events through the student run ASUN Environmental Sustainability Committee (ESC) including the Sustainability Roundtable in which students have open discussions with faculty about matters of sustainability. Each spring the ASUN Environmental Sustainability Committee also hosts Focus Nebraska week in which students are encourage to attend public talks and interactive events related to environmental stewardship and sustainability. For the first time in 2013 the ESC hosted Nebraska Sustainability Student Summit. The event will bring together several student leaders from seven colleges and universities from throughout the state.

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

http://asun.unl.edu/focusne

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

Each year during the focus Nebraska event students and community members showcase sustainability art in the Rotunda Gallery in the Nebraska Union.

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

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

Outdoor Adventures offers students opportunities to engage in the natural world around them, while instructing all participants to use leave no trace principles and offset all carbon emissions from travel using the Bonneville Environmental Foundation.

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

http://crec.unl.edu/outdoor

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

The website URL where information about the theme is available:

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

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

A brief description of sustainability-focused student employment opportunities:

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

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

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

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

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

Outreach Materials and Publications

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

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

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

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

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

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

	Yes or No
A central sustainability website that consolidates information about the institution's sustainability efforts	Yes

A sustainability newsletter	No
Social media platforms that focus specifically on campus sustainability	No
A vehicle to publish and disseminate student research on sustainability	No
Building signage that highlights green building features	No
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	No
A guide for commuters about how to use alternative methods of transportation	No
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	Yes
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	No
Other sustainability publications or outreach materials not covered above	---

A brief description of the central sustainability website:

The site highlights a number of case studies relating to sustainability on campus. It also enables individuals to get in contact and leave suggestions or concerns. It also links to monthly campus energy consumption levels.

The website URL for the central sustainability website:

http://sustainability.unl.edu/

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

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

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

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

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

The 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:

Posters, online content, and informational pamphlets showcase the Good Fresh Local food program.

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

http://housing.unl.edu/dining/gfl.shtml

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

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

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

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

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

At the start of each semester Bike UNL posts signage and distributes information for safe cycling on campus. Information is always found online at

bike.unl.edu

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

http://bike.unl.edu/

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

The eco chic page offers simple tips on how to live more sustainably in UNL housing facilities.

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

http://housing.unl.edu/movein/ecoroom.shtml

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Responsible Party

Prabhakar Shrestha
Recycling Coordinator
UNL Recycling

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?:
No

The name of the campaign (1st campaign):
RecycleMania, EPA Game Day Challenge

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

RecycleMania is a competition between college and university campuses that focuses on educating students about the benefits of recycling and waste diversion, while measuring and quantifying the results for all to see.

EPA Game Day Challenge is competition among higher education institutions that encourages student involvement in lowering the waste created from one athletic event a year and quantifying variables surrounding the event.

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

For each event numbers are gathered, and scores and rankings are derived for categories concerning recycling and waste diversion. In 2012 UNL recycled 294,000 pounds.

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

http://Recyclemania.org/

The name of the campaign (2nd campaign):

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

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

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

Criteria

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

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

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

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

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

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

Total number of employees:

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

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

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

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

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

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

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

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

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

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

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

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

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

Number of employees served by all other programs:

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

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

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

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

Employee Orientation

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).

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

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

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

Staff Professional Development

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

Submission Note:

Conversations Confrence:
http://www.ecospheres.com/ccnes.html

Water for Food Confrence:
http://waterforfood.nebraska.edu/wff2013/

WasteCap Nebraska Summit:
http://www.wastecapne.org/

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

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

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

University faculty and staff are encouraged to attend events and tanning opportunities regarding sustainability when possible and approved by manager.

Development opportunities available to staff include:
-Joslyn Institute's Conversation Conference
-The University of Nebraska's Sustainability Roundtable Conference
-Focus Nebraska
-WasteCap Nebraska's Sustainability Summit
-Water for Food Conferences

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

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

Public Engagement

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

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

Community Partnerships

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
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:

http://snr.unl.edu/communityengagement/

;

http://newsroom.unl.edu/announce/todayatunl/2396/13341

"---" *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:

The University of Nebraska-Lincoln's (UNL) Partners in Pollution Prevention (P3)
program has helped both area college students and Nebraska businesses since 1997.
P3 is an outreach assistance program operated by the University of Nebraska
Extension and College of Engineering and funded by the USEPA Region VII, the
Nebraska Department of Environmental Quality, and a wide variety of industrial
partners.
Undergraduate student interns provide one-to-one Pollution Prevention assistance
to Nebraska businesses by performing waste assessments or other waste reduction

projects, and providing each client with a written report detailing waste

minimization suggestions. Clients who have participated in this program over the

years include dry cleaners and auto body shops, as well as large pharmaceutical and

other large manufacturing plants.

NaturePalooza

The School of Natural Resources is sponsoring activities and games that will help visitors better understand Nebraska's rich natural resources and ways to help protect them through discovery and hands-on activities at stations staffed by the school's faculty, staff, graduate and undergraduate students.

Featured exhibitors and presenters include, Dennis Ferraro with Snakes of Nebraska, Wildlife Encounters, Raptor Recovery, and the String Beans.

Additional Public Info: The event is free and open to the public. Free parking will be available in the lots surrounding Hardin Hall

School of Natural Resources Teams with Community Crops:
The new training farm site is part of Community Crops' "Growing Farmers Training Program." The program was founded in 2007 to help beginning farmers develop successful small businesses. After outgrowing its former training site in 2012, it partnered with UNL to continue and expand the training program.

"This cooperation will help us inform kids about where their food comes from," said James Brandle, professor of forestry and director of Prairie Pines. "Prairie Pines offers SNR the opportunity to put into practice our goal of introducing children to the wonders of nature."

Prairie Pines is a large plot of land on the northeast side of Lincoln. Originally a Christmas tree farm, Walt and Virginia Bagley donated the site to UNL as a conservation and educational facility. The land features a wealth of ecosystems, including hardwood trees, conifers, native prairie, and grasslands, making it an excellent site for farming education and research.

Initially, Community Crops will use about nine acres for its training program, though part of the benefit of Prairie Pines is the opportunity to increase the number of plots available to participant

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "collaborative"?:
No

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

Does the institution have at least one formal sustainability partnership with the local community that meets the criteria as "transformative"?:
No

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

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

The website URL where information about sustainability partnerships is available:

http://www.p3.unl.edu/

Inter-Campus Collaboration

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

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

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

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

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

Yes

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

During the Big Ten & Friends Mechanical and Energy Conference UNL staff and faculty gave the following presentations:

-UNL's Approach to Building Automation
-Utility Metering - Methods and Uses
-The Future of Building Performance Labeling

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:

-Midlands Sustainability Forum,
-Association for the Advancement of Sustainability in Higher Education
-Big Ten and Friends Sustainability Team

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

-In October of 2012 UNL hosted the Big Ten & Friends Mechanical and Energy Conference. This event brings together higher education mechanical and energy leaders, industry and research colleagues, and students to discuss current energy realities and how to prepare for the future.

-In early 2009 UNL hosted University of Iowa representatives to explain the operations of its successful recycling program.

-The Association of Students of the University of Nebraska Environmental Sustainability Committee the Focus Nebraska Student Sustainability Summit. This event gathered over two dozen student leaders from throughout the State and created an open dialogue focused on advancing sustainability at Nebraska colleges and universities.

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

http://big10meconf.unl.edu/

Continuing Education

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

Does the institution offer continuing education courses that address sustainability?:
No

Number of continuing education courses offered that address sustainability:

Total number of continuing education courses offered:

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

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

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

Yes

A brief description of the certificate program:

Climate Masters:
limate Masters of Nebraska is an adult education program which was developed to teach you about climate change and ways to reduce your carbon footprint.

Participants will go through a FREE 10-week training course which will educate them on acting locally to save money, protect the environment, and reduce greenhouse emissions. Course topics include the basics of climate change, home energy, transportation, green building, renewables, food, and MORE! Field trips are also a part of the course. Past course participants toured the Bluff Road Landfill, two local farms and EcoStores Nebraska.

Year the certificate program was created:

2,011

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

http://climatemasters.unl.edu/

Community Service

Responsible Party

Linda Major
Director of Center for Civic Engagement
Student Affairs

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:

Reported data is for the 2011-2012 academic year. Found in a document provided by Linda Major, Director of the Center for Civic Engagement.

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

Number of students engaged in community service:

11,533

Total number of students :

24,027

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:

735,422

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

No

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

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

No

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

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

Community Stakeholder Engagement

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

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:

Michelle Waite is the assistant to the Chancellor for Community Relations. She is the principal adviser to Chancellor Harvey Perlman in relations between the university and many of its external constituencies, including the state legislature, governmental agencies, the business community, economic development officers and other community organizations.

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

UNL routinely engages underrepresented groups. A campus wide Town Hall-style meeting took place in October to solicit ideas for creating a more tolerant and inclusive environment on campus. Administrators attended the event alongside dozens students of diverse backgrounds to ensure that comments, concerns, and ideas would be heard and that progress will be made.

List of identified community stakeholders:

State legislature, governmental agencies, the business community, economic development officers and other community organizations.

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

The Nebraska Sustainability Round table:
Hosted by UNL Environmental Sustainability Committee and Sustainability Staff, the roundtable featured discussions led by experts in four areas: energy, food and water, campus sustainability and recycling and solid waste. About 80 people attended the public meeting and had the chance to ask experts questions about environmental sustainability, as well as discuss their ideas and concerns.

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

http://www.unl.edu/ucomm/chancllr/topadmin/mwaite.shtml

Participation in Public Policy

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

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

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

Submission Note:

http://ppc.unl.edu/priority/waterresources

http://www.ecospheres.com/history.html

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

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

Yes

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

The University of Nebraska Lincoln promotes, advocates for and helps craft public policy supporting matter of sustainability.

Energy: University of Nebraska expert faculty and researchers work closely with local legislator to develop policy that will help develop Nebraska's large wind and bio energy potential. These researchers closely advise Utilities, Federal Government agencies such as the EPA, and other official bodies to advance renewable energy production and lower carbon emissions.

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

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

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

http://ncesr.unl.edu/

Trademark Licensing

<div align="center">

Responsible Party

Michael Stephens
Assistant Athletic Director
Nebraska Athletics

</div>

Criteria

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

Submission Note:

UNL is a member of the Fair Labor Association and has adopted a Workplace Code Standards that requires all Licensees to adhere to the principles set forth in the Code.
The Code includes standards for wages and benefits, working hours, overtime compensation, child labor, forced labor, women's rights, health and safety, nondiscrimination, reassessment or abuse, freedom of association and collective bargaining, and environmental sustainability.

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

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

No

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

Yes

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://www.fairlabor.org/fla/go.asp?u=/pub/mp&Page=CollegiateLicensees

Hospital Network

Criteria

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

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

Is the institution a member of the Global Green and Healthy Hospitals Network?:

Is the institution a member of the Healthier Hospitals Initiative?:

Is the institution a member of Practice Greenhealth?:

A brief description of the hospital's sustainability initiatives:

The website URL where information about the hospital's sustainability initiatives is available:

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

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

No

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

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

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

No

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

UNL Environmental Health and Safety uses fuel certifications from manufacturers and metered natural gas quantities to calculate emissions from its stationary sources.

Stack tests are occasionally conducted to verify accuracy. Emission monitoring and measurements are conducted in accordance with Environmental Protection Agency (EPA) Guidelines.

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

No

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

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	38,316.59 *Metric Tons of CO2 Equivalent*	43,319.04 *Metric Tons of CO2 Equivalent*
Scope 1 GHG emissions from other sources	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Scope 2 GHG emissions from purchased electricity	0 *Metric Tons of CO2 Equivalent*	0 *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:

UNL Environmental Health and Safety uses fuel certifications from manufacturers and metered natural gas quantities to calculate emissions from its stationary sources.

Stack tests are occasionally conducted to verify accuracy. Emission monitoring and measurements are conducted in accordance with Environmental Protection Agency (EPA) Guidelines.

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	8,347	8,034
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	22,393	20,054
Full-time equivalent of employees	3,803	3,372
Full-time equivalent of distance education students	1,084	746

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

	Start Date	End Date
Performance Year	July 1, 2011	July 31, 2012
Baseline Year	July 1, 2005	July 31, 2006

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

Gross floor area of building space, performance year:

13,289,587 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	1,992,148 *Square Feet*
Healthcare space	47,263 *Square Feet*
Other energy intensive space	105,643 *Square Feet*

Scope 3 GHG emissions, performance year::

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

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

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

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

Outdoor Air Quality

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Part 1

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

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

Part 2

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

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:
No

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

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:

UNL Environmental Health and Safety uses fuel certifications from manufactures and metered natural gas quantities to calculate emissions from its stationary sources.
Stack tests are occasionally conducted to verify accuracy this calculations.

Emission monitoring and measurements are conducted in accordance with Environmental Protection Agency (EPA) guidelines.

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

	Weight of Emissions
Nitrogen oxides (NOx)	43.97 *Tons*
Sulfur oxides (SOx)	0.52 *Tons*
Carbon monoxide (CO)	27.69 *Tons*
Particulate matter (PM)	2.52 *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:

UNL had adapted low sulfur fuels and continues to strive for increased efficiency at both the City and East Campus Central Plants.

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

http://ehs.unl.edu/

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

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

BREEAM-In Use, CASBEE for Existing Building, or another 5-tier GBC rating system	---
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	---

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

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

6,610,161 *Square Feet*

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

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

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

6,610,161 *Square Feet*

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

The date the guidelines or policies were formally adopted:

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

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

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

http://fmp.unl.edu/

Building Design and Construction

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

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

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

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

And/or

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

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

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

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

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

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

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

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

-Jacike Gaughan Multicultural Center
-International Quilt Museum

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

956,939 *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)	70,400 *Square Feet*
2nd Highest Level (e.g. LEED Gold)	0 *Square Feet*
Highest Achievable Level (e.g. LEED Platinum)	0 *Square Feet*

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

	Certified Floor Area
Minimum Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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	0 *Square Feet*
4th Highest Level	0 *Square Feet*
Mid-Level	0 *Square Feet*
2nd Highest Level	0 *Square Feet*
Highest Achievable Level	0 *Square Feet*

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

0 *Square Feet*

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

0 *Square Feet*

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

883,868 *Square Feet*

A copy of the guidelines or policies :

Sustainable_Design_Policy.pdf

The date the guidelines or policies were adopted:

May 22, 2008

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

In the interest of being good stewards of the environment, the University of Nebraska is implementing sustainable building goals and requirements into their design guidelines.

The goals and requirements being implemented are based on the Leadership in Energy and Environmental Design program for New Construction (LEED-NC) which is sponsored by the United States Green Building Council (USGBC). This program encompasses a holistic approach to sustainable design. The intents of the program are to provide a quantifiable rating system universal to the building industry and to transform the marketplace to become more sustainable.

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

UNL Facilities Planning and Construction requests a completed LEED checklist once the building design is finalized.

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

http://nebraska.edu/docs/policies/SustainableDesignPolicy.pdf

Indoor Air Quality

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:

Gross floor area of building space:

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

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

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

<div align="center">

Responsible Party

Pam Edwards
Assistant Director
Housing Dining Service

</div>

Criteria

Part 1

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

> • Local and community-based

> And/or

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

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

Local community- based products:

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

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

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

Part 2

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

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

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

5

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

Good Fresh Local Sample Products .pdf

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

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

No

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

0

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:

Good Fresh Local programs implemented in two dining halls on campus. About 5-7% of the total food used in dining services is purchased within 250 miles.

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

Good Fresh Local (GFL) foods are uniquely coded in the database to simplify the process of tracking purchases.

Total annual food and beverage expenditures:

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

	Present?	Included?
Dining operations and catering services operated by the institution	---	---
Dining operations and catering services operated by a contractor	---	---
Franchises	---	---
Convenience stores	---	---
Vending services	---	---
Concessions	---	---

Has the institution achieved the following?:

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

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

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

http://housing.unl.edu/dining/gfl.shtml

Low Impact Dining

Responsible Party

Pam Edwards
Assistant Director
Housing Dining Service

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:

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

Yes

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

Yes

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

Yes

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

Vegan and vegetarian options are provided at every meal. Vegan entrees are classified by having at least five grams of protein.

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:

http://housing.unl.edu/dining/

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

Kirk Conger
Energy Engineer
Utility & Energy Management

Criteria

Part 1

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

Part 2

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

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

Submission Note:

For the full list of energy conservation initiatives go to
http://bf.unl.edu/
click on the sustainability initiatives document.

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

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

	Performance Year	Baseline Year
Total building energy consumption	1,268,330.95 *MMBtu*	1,341,450.86 *MMBtu*

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	435,008 *MMBtu*	349,636 *MMBtu*
District steam/hot water	418,503 *MMBtu*	565,558.40 *MMBtu*

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	9,985,696 *Gross Square Feet*	9,035,304 *Gross Square Feet*

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	1,992,148 *Square Feet*
Healthcare space	47,263 *Square Feet*
Other energy intensive space	

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

	Degree Days
Heating degree days	5,368
Cooling degree days	1,455

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	June 1, 2012	June 30, 2013
Baseline Year	June 1, 2005	July 31, 2006

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

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

Central building operating system operates in all classroom/office/lab buildings.
Where possible (mostly classroom/office) air handlers are turned off at night and on weekends. Otherwise, room thermostats go to a low-energy mode at night and on weekends. Occupancy sensor reduce HVAC use when room is unoccupied, even during normal scheduled hours of operation.

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

One parking garage is entirely LED, and one gym was recently converted to high-bay LED.UNL Building Systems Maintenance have begun installing LED retrofits wherever possible in place of incandescent track lighting, HID lamps, and T12 fluorescents.

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

Occupancy sensors are used in many areas of public use including restrooms, game rooms and study rooms.

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:

The Whittier building's renovation includes a ground source heat pump that provides all the heating and cooling needed for the building. UNL Housing's Robert E Knoll and University Suites are both heated and cooled by a ground source heat pump system.

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

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

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

UNL developed its own Energy Management Controls System about 30 years ago. It is now in its 4th generation with significant upgrades planned in the next few years. It controls central air handlers and hydronic systems in all classroom/office/lab buildings as well as museums and performance spaces, some athletic buildings, the unions, campus recreations, and one residence hall. In most

state-funded buildings, control is to the room level (1 room = 1 zone). Depending on the building, it may also control humidity, pressurization, exhaust. Utility use data is collected hourly. There are automatic alarms to indicate conditions out of tolerance.

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:

UNL Landscape Services uses trees to shade buildings from the summer sun and protect them from the winter winds.

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

UNL has numerous vending machine motion sensors installed in residence halls and other areas to save energy.

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

Utility and Energy Management (UEM) employs three full-time energy engineers to actively pursue energy conservation initiatives and to develop and monitor efficient operations of all UNL's energy using systems. With over 300 heating and cooling systems between the two Lincoln campuses this is necessary to keep everything tuned up for optimum performance at the least cost and lowest carbon footprint.

U&EM has developed a comprehensive Campus Energy Management Master Plan which specifies concrete energy reduction goals and strategies for achieving those goals.

The website URL where information about the institution's energy conservation and efficiency initiatives is available:
http://uem.unl.edu/

Clean and Renewable Energy

Responsible Party

Kirk Conger
Energy Engineer
Utility & Energy Management

Criteria

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

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

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

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

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 *MMBtu*
Option 2: Non-electric renewable energy generated on-site	0 *MMBtu*
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	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)	492,791 *MMBtu*

Total energy consumption, performance year:

1,115,669 *MMBtu*

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

36KW solar power installation on UNL's Animal Science building.

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

UNL uses earth-coupled heat pumps on a variety of campus buildings including research labs and residence halls.

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

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

492,408 MMBtu hydro electricity purchased from Western Area Power Administration
383 MMBtu wind-generated electricity (included in Lincoln Electric System mix)

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

http://uem.unl.edu/

Grounds

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

Credit
Landscape Management
Biodiversity

Landscape Management

Responsible Party

Eileen Bergt
Director
Landscape Services

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	617 *Acres*
Footprint of the institution's buildings	124 *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	325 *Acres*
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 *Acres*
Managed organically, third party certified and/or protected	0 *Acres*

A copy of the IPM plan:

The IPM plan :

Landscape Services constantly monitor insects, diseases, weeds, etc., and only applies pesticides if necessary. They use additional control measures, such as cultural practices, using resistant varieties of plants, biological control, mechanical control, rotating plants in certain beds, etc. In many situations certain levels of insects or diseases can be tolerated. Chemicals are only applied when the health or life of the plant becomes endangered and other practices haven't been helpful in controlling the problem. They do not apply preventative chemicals like many lawn care companies do, unless perennial problems exist with certain insects, diseases or weeds. Each situation is evaluated and the campus manager makes the final decision if pesticides are to be applied.

Less toxic chemicals are used each year and they constantly seek to improve hazardous chemicals to use in each situation. All federal, state and local regulations are strictly followed when any pesticides are applied. Signs are always used on turf areas where insecticides have been applied to warn people not to be in these areas until they are dry.

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

-UNL plants trees on campus around buildings to reduce cooling costs.
-UNL planted an acre site with trees and shrubs to create a carbon sink demonstration area on east campus.
-The landscape (green spaces and trees) is designed to reduce urban heat-island effects. Utilizing low maintenance and low-water use plants in planting areas with no automatic irrigation and drought tolerant turf grass.
-UNL uses native and adaptive species on all campus landscape projects.

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

UNL uses a large number of native and drought tolerant shrubs and plants on campus for campus landscaping.

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

Grass clippings and leaves are mulched by Landscape Services' Mulching Mowers, leaving them on site to decompose and enrich the soil.

Pruning, removed trees, and shrubs are ground into mulch to be redistributed throughout UNL's campus.

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

Yard waste is composted and then reapplied to build up soil quality.

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

UNL Landscaping Services purchases makes environmentally preferable materials a priority. Sustainable purchasing practices are reflected in the equipment, site accessories, and any consumables purchased by the department.

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

UNL completed a $2.3 million project to restore Dead Man's Run, a waterway from North 48th Street to near North 42nd Street, and a tributary that parallels the west side of North 48th Street from Holdrege Street to its confluence with Dead Man's Run.

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

Landscape Services responds to inclement winter weather with a fleet of equipment & supplies to keep campus operating in a a safe environment.

Of these supplies, Landscape Services limits its materials using primarily liquid & granular Magnesium Chloride, which is an environmentally friendly ice removal product.

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.unl.edu/landscape/integrated-pest-management-ipm

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.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

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

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

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

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

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

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

UNL does not have a formal plan in place for wildlife habitat.

The website URL where information about the institution's biodiversity policies and programs(s) is available:

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

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 :

Sustainable Purchasing:
UNL Procurement Services pursues the promotion, development and procurement of environmentally preferred goods and services whenever possible. Procurement Services will work with departments, employees, contractors and vendors alike to seek out and provide resources and information that will enable our customers to make informed purchasing decisions, while promoting environmental stewardship.

UNL Procurement Services is committed to buying more environmentally preferable goods and services as long as they meet our performance needs and they are available within a reasonable period of time at a reasonable cost. By including environmental considerations in our procurement decisions, along with our traditional concerns with price, performance and availability, we will remain fiscally responsible while promoting products and services that have a reduced effect on human health and the environment.

UNL's "Green Purchasing" strategy is to develop policies consistent with the following:

Minimize the consumption of natural resources by reviewing current and proposed future usage and evaluating the pros and cons of alternatives.
Seek alternatives to products and processes that are detrimental to the environment by using more "environmentally friendly" products and processes.
Minimize waste, including any packaging, waste produced by the product (or service) in questions, and waste generated by the eventual disposal of the product.
Maximize the reuse and recycling of materials.
Stimulate demand for "environmentally friendly" products by letting manufacturers and suppliers know the environmental performance we are looking for in products.

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

All preferred must abide by UNL procurement guidelines.

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	160,456.37 *US/Canadian $*
EPEAT Gold	2,084,171.28 *US/Canadian $*

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:
2,244,672.65 *US/Canadian $*

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

http://procurement.unl.edu/policies/sustainable-purchasing

Cleaning Products Purchasing

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

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

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

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

Custodial Services Green Cleaning.pdf

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

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

A tracking system is established to monitor chemical use as part of UNL Custodial Services' Green Purchasing Policy. UNL also works closely with its suppliers to to ensure that the policy is being followed.

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:

256,670.27 *US/Canadian $*

Total expenditures on cleaning and janitorial products:

740,419.77 *US/Canadian $*

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

Yes

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

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

Custodial Services Green Cleaning.pdf

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

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

http://unlcms.unl.edu/businessandfinance/fmp/custodial/Environmental_Responsibility_Statement.pdf

Office Paper Purchasing

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Part 1

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

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

Part 2

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

Submission Note:

Data is not available for an entire school year. Data is only for first and second quarter of 2013

"---" *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?:

No

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

The paper purchasing policy, directive or guidelines:

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

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

Yes

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

	Expenditure Per Level
10-29 percent	34.48 *US/Canadian $*
30-49 percent	92,596.08 *US/Canadian $*
50-69 percent	4,308.33 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled label)	1,195 *US/Canadian $*

Total expenditures on office paper :

323,919.35 *US/Canadian $*

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

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.

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

Does the institution have an institution-wide stated intent to support disadvantaged businesses, social enterprises, and/or local community-based businesses?:

A copy of the policy, guidelines or directive governing inclusive and local purchasing:

The policy, guidelines or directive governing inclusive and local purchasing:

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

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

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

Life Cycle Cost Analysis

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products and systems. Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

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

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

Yes

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

No

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

Life Cycle Cost: Each design decision that significantly impacts long term energy use shall be based on a life cycle cost (LCC) analysis incorporating construction, energy and operating and maintenance costs.

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

http://unlcms.unl.edu/businessandfinance/fmp/designguidelines/energy-conservation-narratives

Guidelines for Business Partners

Criteria

Institution has and acts on policies, guidelines and/or agreements that set expectations about the social and environmental responsibility of its business partners. The policies, guidelines and/or agreements require new and/or existing vendors and contractors and/or franchisees to adhere to:

1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution's sustainability policies

And/or

2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

All enterprises with employees on-site as part of regular campus operations (e.g. contractors and franchisees) and other standing and/or formal business relationships (e.g. regular vendors and contracted services) are included.

Businesses that produce and/or sell licensed articles bearing the institution's trademarked logo ("licensees") are not included. They are covered in *EN 15: Trademark Licensing*.

The credit acknowledges institutional engagement in selecting its business partners and guiding them toward sustainability. Policies, guidelines or practices of the businesses themselves do not count for this credit in the absence of institutional selection criteria and/or guidance. Requiring compliance with existing legislation does not count on its own, but may be included as part of broader requirements that meet the criteria outlined above.

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

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

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

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

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

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

A brief description of programs and strategies institution has implemented to ensure that the guidelines are followed, including a brief description of instances when the guidelines have changed purchasing behavior, if applicable:

http://procurement.unl.edu/vendor-information-guide/code-of-ethics

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

Transportation

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

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

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

Campus Fleet

Responsible Party

Patrick Barrett
Director
Transportation Services

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 :

180

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	2
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	1
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

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:

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)	---
Walk, bicycle, or use other non-motorized means	---
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:

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

Employee Commute Modal Split

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:

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

Jordan Messerer
Assistant Director for Outdoor Adventures
UNL Outdoor Adventures

Criteria

Part 1

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

Option A: Institution:

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

    And/or

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

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

Part 2

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

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

- Other strategies

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

No

A brief description of the facilities for bicycle commuters:

The future Outdoor Adventures facility will have these amenities, but at this time no building at UNL has all these features present.

Othmer Hall, Facilities Management Shops, and the Jackie Gaughan Multicultural Center, and Mabel Lee Hall all have showers accessible to bicycle commuters.

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

Yes

A brief description of the bicycle parking and storage facilities:

There are short term bike racks either in front of or on the sides of all campus buildings.

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

Yes

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

Complete streets have recently become a City of Lincoln policy. The vision outlined in the Physical and Landscape Master Plan is to create complete stress on Vine Street, R Street, and new X Street, and 16th Street. The plan also relocates a large parking from the walkable core of campus to sites that are easily accessible by vehicle at campus gateways, minimizing the overlap of pedestrian and vehicular traffic. The campus' complete streets work together with the mall system, which provides internal circulation for pedestrians and bikes. North-south campus malls will have dedicated lanes for bikes that connect to the complete streets 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:

Bike rentals are available from UNL Outdoor Adventures Bike Shop on a daily, weekend, weekly and semester long basis. Renters can choose from single speed bikes, mountain bikes, and touring road bikes. All rentals include a helmet and bike lock.

Rate information can be found at

bike.unl.edu

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

Yes

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

UNL was awarded the silver level distinction from the League of American Bicylists. The UNL's new Outdoor Adventure Center is just one of the reasons the Lincoln, Neb., university received the award. It provides bicycle repair opportunities, access to 24-hour end-of-commute shower facilities and bike locker storage. The University is also working on a new master plan, which will include multi-modal transportation priorities and projections for new bike infrastructure.

One of the goals of the Bicycle Transportation Ad Hoc Committee was to evaluate, assess, and execute steps towards becoming recognized as a "Bike Friendly University" according to the recognition process of the League of American Bicyclists (LAB). According to the LAB:

"The Bicycle Friendly University (BFU) program recognizes institutions of higher education for promoting and providing a more bicycle-friendly campus for students, staff and visitors. The BFU program provides the roadmap and technical assistance to create great campuses for cycling."

The application towards being recognized as a BFU can be found here, and is generally structured around the "5 Es".

http://www.bikeleague.org/bfa

Engineering
Education
Encouragement
Enforcement
Evaluation

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):

All students receive a reduced rate bus pass at $4.44 a month instead of the normal price of $17.50, paid through their student fees.

Faculty and Staff are given the option of purchasing a pass for $10 a month.

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:

UNL's student-funded service, 475-RIDE offers free taxi rides for UNL students in the case of emergency. Students can access the free rides on Thursday, Friday and Saturday nights from 9pm until 4am.

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:

UNL offers special permit rates for carpool groups that consist of a minimum of two (2) members. Additional information can be found at

http://parking.unl.edu/carpool-program

.

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

Yes

A brief description of the car sharing program:

Four Zipcars parked on campus are available for use by students, and the university community. More information can be found at zipcar.com/UNL

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

No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

Yes

A brief description of the telecommuting program:

UNL policy allows for telecommuting for employees where appropriate and approved by manager.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:
No

A brief description of the condensed work week program:

Does the institution have incentives or programs to encourage employees to live close to campus?:
No

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

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

A brief description of other sustainable transportation initiatives and programs:

Bike UNL provides a free Bike Valet services to encourage carbon free travelto home football games. The free service is available two hours prior to the game and one hour after the final whistle. More information about the program can be found at bike.unl.edu/bikevalet

The website URL where information about the institution's sustainable transportation program(s) is available:
http://bike.unl.edu/

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

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tons (0.41 tonnes) per weighted campus user.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Total waste generation includes all materials that the institution discards, intends to discard or is required to discard (e.g. materials recycled, composted, donated, re-sold and disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management.*

Submission Note:

Demographic information gathered from
irp.unl.edu

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

Waste generated::

	Performance Year	**Baseline Year**
Materials recycled	2,765 *Tons*	692 *Tons*
Materials composted	0 *Tons*	0 *Tons*
Materials reused, donated or re-sold	67 *Tons*	0 *Tons*

Materials disposed in a solid waste landfill or incinerator	2,688 *Tons*	2,840 *Tons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	8,347	8,034
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	22,393	20,054
Full-time equivalent of employees	3,803	3,372
Full-time equivalent of distance education students	1,084	746

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	July 1, 2005	June 1, 2005

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

n/a

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:

UNL Procurement Services pursues the promotion, development and procurement of environmentally preferred goods and services whenever possible. Procurement Services will work with departments, employees, contractors and vendors alike to seek out and provide resources and information that will enable our customers to make informed purchasing decisions, while promoting environmental

stewardship.

UNL Procurement Services is committed to buying more environmentally preferable goods and services as long as they meet our performance needs and they are available within a reasonable period of time at a reasonable cost. By including environmental considerations in our procurement decisions, along with our traditional concerns with price, performance and availability, we will remain fiscally responsible while promoting products and services that have a reduced effect on human health and the environment.

UNL's "Green Purchasing" strategy is to develop policies consistent with the following:

1. Minimize the consumption of natural resources by reviewing current and proposed future usage and evaluating the pros and cons of alternatives.
2. Seek alternatives to products and processes that are detrimental to the environment by using more "environmentally friendly" products and processes.
3. Minimize waste, including any packaging, waste produced by the product (or service) in questions, and waste generated by the eventual disposal of the product.
4.Maximize the reuse and recycling of materials.
Stimulate demand for "environmentally friendly" products by letting manufacturers and suppliers know the environmental performance we are looking for in products.

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

UNL Inventory Department disposes property by transferring it to a different department or institution, trading it in, though public sales, or by salvaging it. More information about UNL Inventory can be found at:

http://inventory.unl.edu/

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

Both the Undergraduate and Graduate Bulletins are solely published online and not in print.

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

UNL encourages all copiers to be set to make double-sided copies as the default if they have the capacity.

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

UNL provides extra donation and recycling containers for students during the move-out periods. They also partner with organizations such as Goodwill make sure materials are recovered and put back to good use.

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

UNL each department pays for their waste thus giving them more of an incentive to reduce.

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

In 2011 UNL hired a consultant study food waste on campus. The purposes of the study were to:
-define the potential bio-waste sources in terms of quantity and characteristics of the waste generated;
-Provide a general review of available materials conveyance techniques and processing requirements for the bio-waste;
-Provide an opinion of probable costs for the construction, operations, and maintenance of the most technically feasible delivery and pre-processing options;
-Provide a comparative economic analysis of the project options.

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:

Dinning Services does not have programs in place to track and reduce pre-consumer food waste.

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

Trayless dining was implemented at the university in spring 2009 and is still being used. Students are provided different sized bowls and plates. Trays are used only in instances of special need.

Additionally the recently launch, Love Food Hate Waste campaign aims to encourage students to waste less food.

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):

UNL Dinning offers limited to-go options.

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):

There are no provisions for reusable service ware.

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:

With minimal to-go food options, UNL does not offer discounts for reusable mugs.

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

The Love Food Hate Waste campaign aims to lower the amount of food thrown away by student residents in the dining halls.

Through a combination of educational materials in the dining halls and in the residence halls, alongside a competition/raffle based on student pledges to reduce food waste, the programs sets to raise awareness of food waste, and encourage students to consider reducing their personal food waste. Educational materials included table tents and window clings on the sneezeguards in the dining halls, as well as

posters in the residence hall floors and elevator lobbies. The raffle/pledge competition gave the students the opportunity to win gift cards from local restaurants.

The competition is a partnership between UNL Dinning Services and the Association for Students of the University of Nebraska.

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

http://recycling.unl.edu/

Waste Diversion

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

36,609.47 *Tons*

Materials disposed in a solid waste landfill or incinerator :

32,260.44 *Tons*

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

In the last four years UNL has greatly expanded its recycling efforts in ways including larger staff, added recycling trucks, new weight stations, and expanded recycling in Memorial Stadium.
UNL had its first successful Zero Waste event in the fall of 2013 and is continuing to reach out to the University Community with events such as Go Green for Big Red, Game day Recycling Challenge, RecycleMania, Focus Nebraska, and the Nebraska Sustainability Roundtable.

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

Donations of leftover food are made through FoodNet; a service in which individuals pick up food rather than having it delivered. Food donations come mainly from conferences held at the university.

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

There is no campus-wide composing program.

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

There is no campus-wide composing program.

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	Yes
Food for animals	No
Food composting	No
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	Yes
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes

Motor oil	Yes
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

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

Construction and demolition materials landfilled or incinerated :

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:

UNL supports recycling of all construction demolition materials including concrete, 1. Concrete, brick and concrete masonry units, asphaltic concrete paving, concrete reinforcing steel, wood studs, wood joists, plywood, oriented strand board, paneling and trim, casework and cabinetry, structural steel, miscellaneous steel and rough hardware, roofing, insulation, doors, door frames and door hardware, windows and glazing, metal studs, gypsum board, ceiling panels, acoustical tile and panels, carpet and carpet pad, demountable partitions, equipment, plumbing fixtures, piping, supports, hangers, valves and sprinklers, mechanical equipment and refrigerants, electrical conduit, copper wiring, lighting fixtures, lamps, and ballasts, electrical devices, switchgear, panel boards and transformers, trees and other landscaping materials.

Hazardous Waste Management

Responsible Party

Anthony Lloyd
Senior Enironmental Specialist
Environmental Health & Safety

Criteria

Part 1

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

Part 2

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

"---" *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:

A number of Safe Operating Procedures regarding waste management can be found on the EHS web site at

http://ehs.unl.edu/sop

under the heading of "Waste Management."

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

UNL has a program in place to safely dispose of all hazardous, special, universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus. The Department of Environmental Health and Safety routinely conducts campus wide evaluations of waste generating activities and counsels waste generators on waste reduction strategies. Purchasing controls have been implemented to facilitate just-in-time delivery of chemicals to avoid the need for over-purchasing. EHS publishes guidance on purchasing the smallest feasible quantities and safe storage practices to avoid unnecessary waste production. All chemical wastes are managed through the EHS Department, which is then responsible to ensure safe off-site treatment and disposal at permitted and reputable

waste treatment facilities. Treatment technologies that favor energy recovery and recycling are favored.

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

There have not been any significant hazardous material releases in the past three years.

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

Encourages chemical redistribution as part of the laboratory decommissioning process, and attempts to redistribute feasible quantities of unused chemicals rather than disposing of them as waste.

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):

UNL has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. UNL takes measure to ensure that the electronic waste is recycled responsibly. All electronic items are first offered for redistribution through the UNL Inventory Department. Those items that are not redistributed are then offered at public auction. Items that are not sold at public auction are sent for refurbishment via Apple's Recycling program.

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

UNL does not operate a recycling program for student-generated electronic waste, although several community outlets are readily available.

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

http://ehs.unl.edu/sop

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

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of water risk for the institution's main campus:

Low to Medium

Total water use::

	Performance Year	Baseline Year
Total water use	385,112,288 *Gallons*	390,546,134 *Gallons*

Potable water use::

	Performance Year	Baseline Year
Potable water use	385,112,288 *Gallons*	390,546,134 *Gallons*

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year

Number of residential students	8,347	8,034
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	22,393	20,054
Full-time equivalent of employees	3,803	3,372
Full-time equivalent of distance education students	0	0

Gross floor area of building space::

	Performance Year	**Baseline Year**
Gross floor area	13,255,711 *Square Feet*	11,542,500 *Square Feet*

Area of vegetated grounds::

	Performance Year	**Baseline Year**
Vegetated grounds	325 *Acres*	325 *Acres*

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 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:

19th and Vine Parking Garage is testing a new previous concrete on the parking lot itself. Its a product that enables water to percolate through the concrete and into the soil. Water that runs off the top deck of the parking structure drains directly into a landscaping area on the east side of the garage. And, drains from the other three decks funnel water into a specialized device that separates debris from the water.
A Hydrodynamic separator in the parking garage acts as a large storage tank that separates derbies and pollutants from the water.

UNL's newly renovated Keim Hall captures rainwater which then waters plant surroundings the building and helps supply the new pond and waterfall in the building's courtyard.

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

Buildings at the University are metered by Lincoln Water System. UNL installed additional meters at seven different campus buildings enabling the Energy and Automation team to review water usage on an hourly basis at those locations.

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

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

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

UNL uses a variety of native and drought-tolerant plants as a practice for reducing water consumption.

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

Landscape Management irrigation team designs, installs, and maintains irrigation system campus wide. Numerous rain data collectors have been installed throughout campus. These collectors are connected to the system's computers and control the amount of water irrigated based on rain levels.

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

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution's Low Impact Development (LID) practices:

UNL possesses a Small Municipal Separate Storm Sewer System National Pollutant Discharge Elimination System Permit issued by the Nebraska Department of Environmental Quality. The commitments made by UNL under the terms of this permit are designed to mitigate impacts of storm water runoff and include all construction sites and other land-disturbing activities, as well as other activities (e.g., fertilizer use, irrigation, deicing, livestock, illicit discharge detection and elimination, public education/outreach/involvement,

housekeeping, etc.). The UNL SMS4 Storm-water Management Plan extends to the entire campus and all activities. New construction activities adhere to LEED principles and often incorporate storm water management strategies, such as reuse of storm water for irrigation, green roofs, retention ponds, porous paving, etc. UNL's Department of Environmental Health and Safety maintains a web page with Stormwater/Sustainability links in an effort to assist in educating the campus community (

http://ehs.unl.edu/links

) and maintains several Safe Operating Procedures relative to Storm-water Pollution Prevention

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :
No

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

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

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

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

A brief description of any living or vegetated roofs on campus:

During a renovation to UNL's Whittier Building, Landscape Services installed a green roof to act as a test for the unconventional roof system. UNL will monitor the success of the program to determine its practicality for future projects.

http://cojmc.webfactional.com/2011/10/04/roof-sprouts-green-future-for-unl/

A brief description of any porous (i.e. permeable) paving employed by the institution:

In its recent expansion of Memorial Stadium UNL installed the Silva Cell modular suspended pavement system along the 12th St. Mall. Silva Cells help hardscapes support large wight loads while only compacting soils lightly. Thus enabling tree roots the oxygen and water they need to support tree growth.

More information about Silva Cells can be found at:

http://www.deeproot.com/products/silva-cell/overview

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

Many of UNL's older buildings are disconnected from storm water drains. Splash guards push water out to landscape.

A brief description of any rain gardens on campus:

A Rain Exchange system was installed as part of the Keim Hall Courtyard renovation, capturing water from the roof drains for use in a teaching pond and as a source of irrigation.

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

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

A bioswale is being installed in new building for the Nebraska Center for Virology.

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

The 19th and Vine Parking Garage was constructed as a green parking garage. Water from the roof is captured into drains that lead to cisterns which in turn are used to water a portion of the landscape.

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

http://ehs.unl.edu/sop

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*.

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

Total wastewater discharged:

Wastewater naturally handled:

A brief description of the natural wastewater systems used to handle the institution's wastewater:

The Mead campus uses a lagoon: a controlled poned.

The website URL where information about the institution's wastewater management practices is available:

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

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

UNL hired its first Sustainability Officer in August of 2013

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 long term mission and challenge of the Chancellor's Commission on Environmental
Sustainability is to continue to explore the long range implications of environmental
sustainability and engage the academic and institutional community in the continued evolution of appropriate policies and practices.

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

-James Goedert: Associate Professor, Construction Systems
-Bruce Currin: Vice-Chancellor, Human Resources
-Jennifer Dam Shewchuk: Campus Planner
-Clark deVries: Utilities Director
-Steven Waller: Dean, College of Agricultural Sciences and Natural Resources
-Matan Gill: Student
-David Wedin: Professor, School of natural Resources
-Elizabeth Killinger: Extension Educator
-Lisa King: Staff Assistant, Child, Youth, and Family Studies
-Susan Lund: Associate Director, Sponsored Program
-Glen Schumann: Associate Director, Housing Facilities Operations
-Magdelene Thorne: Facilities Project Coordinator, Athletics
-Kim Todd, Chair, Associate Professor, Agronomy and Horticulture
-Michelle Waite: Assistant to the Chancellor for Community Relations

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

http://www.unl.edu/ucomm/chancllr/sustainability/index.shtml

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

No

A brief description of each sustainability office:

Full-time equivalent (FTE) of people employed in the sustainability office(s):

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

http://sustainability.unl.edu/

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Matan Gill

A brief description of each sustainability officer position:

Sustainability Coordinator

Essential Functions and Responsibilities:
1. Develop and coordinate campus-wide programs of environmental stewardship, energy conservation, sustainability policy,

environmental literacy, and community outreach

2. The creation of a new campus sustainability program

3. The Sustainability Coordinator will have the following responsibilities:

a. Develop a coherent, campus-wide sustainability program by coordinating academic, research operations, and student sustainability activities

b. Foster a culture of sustainability among students, faculty, and staff

c. Identify and prioritize institutional sustainability efforts

d. Plans and develops long-and short-range programs

e. Engage with university leaders to integrate sustainability broadly across campus units

f. Coordinate with the academic community to integrate sustainability into the curriculum

g. Serve as a point-person for all sustainability activities on campus, annual reporting requirements, and other University policies relating to sustainability

h. Coordinate and consult with University Communications as the spokesperson on sustainability issues

i. Chair and receive guidance from the Chancellor's Commission on Environmental Sustainability

j. Development responsibility for grant funding, corporate partnership, and programs that promote sustainability efforts.

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

Sustainability Planning

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

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

Other	No	No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This Campus Energy Management Plan sets forth a goal of reducing energy consumption in state funded buildings on city and east campuses by at least 15% by 2015. The existing campus energy infrastructure and current building energy use indices are presented to provide background and context.

Several concurrent energy conservation strategies are recommended to meet the stated reduction goal. These encompass the functional areas of: existing buildings, new construction and renovations, utility plants, energy data collection and analysis, communication, energy project processes, and energy information systems.

In addition to the main goal of energy reduction, this plan will achieve several other objectives including:

- Reduction of energy costs, peak electric / gas loads and greenhouse gas emissions
- Improved communication with the campus community regarding energy usage and ongoing conservation efforts

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

Reduce UNL's utility use by at least 3% per year for five years.With a minimum energy reduction goal of 15% by 2015

Concurrent objectives:
- Reduce energy cost (per square foot, constant dollars),
- Reduce peak electric and gas requirements,
- Reduce greenhouse gas emissions,
- Set an example of sustainability and green leadership, and
- Provide information to the campus community in order to help others reduce their energy use

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

Facilities Management and Planning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:
No

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

The website URL where information about the institution's sustainability planning is available:
http://uem.unl.edu/energy-management/plan.shtml

Governance

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

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.

Submission Note:

Association of Students of the University of Nebraska:
http://asun.unl.edu/

Residence Hall Association:
http://rha.unl.edu/

Graduate Student Association:
http://www.unl.edu/gsa/

University Office Professionals Association:
http://unopa.unl.edu/

University Association for Administrative Development:
http://uaad.unl.edu/

Faculty Senate:
http://www.unl.edu/facultysenate/

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Residence Hall Association (RHA):

The General Elections of the Association shall be held on a date determined and publicized by the Electoral Commissioner. The date shall be made public thirty (30) days before the elections. On election day, the polls will be open from 8:00 a.m. to 7:00 p.m. when the hall's dining hall is open. If the hall has no dining hall, then it will be open the full 8:00 a.m. to 7:00 p.m. Any run-off elections shall be held within one week following the original election. Once again, the polls will be open during the same hours as a normal election day, at the necessary polling locations. More information can be found on the RHA website rha.unl.edu/const_bylaws.php

Association of Students of the University of Nebraska (ASUN)

Nearly 200 students each year are appointed to serve on the many committees, advisory boards and commissions that serve the University of Nebraska-Lincoln. The ASUN President and the Appointments Board (a three member committee lead by the Appointments Secretary) are charged with appointing student representatives to campus-wide open positions. These vacancies are advertised in the Daily Nebraskan throughout the academic year. Applications are available in the ASUN office (136 Nebraska Union) and on this website. Students may run for a Senate position in the March election. For more information please visit

asun.unl.edu

Graduate Student Association:

Representatives from colleges can elected annually however there are many potions available throughout the year. More information can be found at

http://www.unl.edu/gsa/openpositions.shtml

Is there at least one student representative on the institution's governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

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

Association of Students of the University of Nebraska:

ASUN is meant to serve the student on campus by acting as their voice and relaying student opinions to faculty, staff, and the Board of Regents. ASUN aims to be a student resource and want to emphasize that its doors are always open. If you are interested in learning about ASUN, have a problem with something on campus, or are passionate about a project and need resources to help you along visit the ASUN office.

The Residence Hall Association:

Aim to serve as the student government of the University of Nebraska-Lincoln residence halls;
to enhance the living and learning environment of the halls and to work jointly with the University Administration to create and alter policies designed to establish and maintain such an environment;
to encourage and coordinate the representation of the General Membership throughout campus;
to communicate to the General Membership any information pertinent to them;
to discuss, to act upon, and to communicate the opinion of the Association on matters of interest to the General Membership;
Communicate with other student organizations on campus.

Graduate Student Organization:

The GSA has made large strides since our inception to improve graduate student life at UNL. The GSA works to create a University-wide Graduate Student Bill of Rights; University-wide Graduate Student Academic Leave Policy; improve Graduate Student Representation on University Committees; to develop a clear, University-wide understanding of Graduate Student Assistant (TA and RA) employment status; and to develop a transportation program that can cheaply shuttle graduate students to and from airports.

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

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Students are involved in a great deal of University business. Students Body Presidents become members on the Board of Regents where they provide input on overall organizational mission and goals. Students participate in campus mater planning committees where they can take pat of strategic planning and the creation of new physical resources. Student involvement is also treasured at the Academic Planning Committee where students can make decisions and recommend actions and procedures for new and existing academic programs.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

University Association for Administrative Development (UAAD):
Staff can joins the UAAD by filling out a membership application online at uaad.unl.edu/membership
With their membership staff would be able to participate in:

-Professional development seminars and workshops
-Monthly meetings (September through May) with programs of interest to the membership
-Monthly e-newsletter
-An opportunity to work on issues and have a voice in the decisions that concern your work life
-Network and get to know your colleagues from all over campus

University of Nebraska Office Professionals Association:
The purpose of UNOPA is to provide professional growth and promote high professional standards for educational office professionals with the University of Nebraska, as partners upholding the quality of service to the university educational system and the community.

Faculty Senate:
The University of Nebraska-Lincoln participates in shared governance between the faculty and administration through the Faculty Senate. Established in 1974 the Faculty Senate is a representative body of members elected by the faculty of the various academic departments and units of UNL. The Faculty Senate supports faculty governance and believes that shared governance is essential to creating a productive and rewarding academic environment for faculty and students as well as protecting faculty to pursue independent, scholarly research.

As per the University of Nebraska, Board of Regents' Bylaws the Faculty Senate is the governing agency for dealing with matters of interest to more than one college and acts as the official voice of the faculty of UNL. The Faculty Senate also advises and consults with student, staff, and administrative groups on matters of general concern which include, but are not necessarily limited to, the budget, institutional planning, library and computer operations, student academic conduct in the classroom, and the selection of academic-administrative personnel.

The Faculty Senate provides protection of academic freedom through the Academic Rights and Responsibilities Committee. The Faculty Senate has also established committees to deal with academic standards, curriculum, computing services on campus, commencement and honors convocations, honorary degrees and intercollegiate athletics.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:
No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

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

Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

University Staff can be appointed or elected to serve a on a variety of committees where they have an avenue to participate in the roles and decisions described above.

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:
No

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

Faculty Senate:
The University of Nebraska-Lincoln participates in shared governance between the faculty and administration through the Faculty Senate. Established in 1974 the Faculty Senate is a representative body of members elected by the faculty of the various academic departments and units of UNL. The Faculty Senate supports faculty governance and believes that shared governance is essential to creating a productive and rewarding academic environment for faculty and students as well as protecting faculty to pursue independent, scholarly research.

As per the University of Nebraska, Board of Regents' Bylaws the Faculty Senate is the governing agency for dealing with matters of interest to more than one college and acts as the official voice of the faculty of UNL. The Faculty Senate also advises and consults with student, staff, and administrative groups on matters of general concern which include, but are not necessarily limited to, the budget, institutional planning, library and computer operations, student academic conduct in the classroom, and the selection of academic-administrative personnel.

The Faculty Senate provides protection of academic freedom through the Academic Rights and Responsibilities Committee. The Faculty Senate has also established committees to deal with academic standards, curriculum, computing services on campus, commencement and honors convocations, honorary degrees and intercollegiate athletics.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:
No

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

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

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Like students and staff faculty has the opportunity to participate in a variety of positions and committees where they can be part of the decision making process as described above.

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

http://asun.unl.edu/

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

Andre Fortune
Director
Office of Academic Success and Intercultural Services

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

• Students
• Staff
• Faculty
• Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:
Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

Student Affairs Diversity Strategic Planning Committee was formed and charged with developing a diversity plan for the Division of Student Affairs at the University of Nebraska-Lincoln.

The plan is meant to foster intentional, deliberate, and proactive celebration of difference as well as create a truly social just and inclusive community.

Consultation of a variety of stakeholders, including students, the Vice Chancellor for Student Affairs, and Student Affairs (SA) Directors & staff, led to the creation of a vision for diversity and eight strategic goals to guide the Division of Student Affairs towards the vision.

The full-time equivalent of people employed in the diversity and equity office:

8

The website URL where information about the diversity and equity committee, office and/or officer is available:

http://www.unl.edu/oasis/

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

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

A brief description of the cultural competence trainings and activities:

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

Assessing Diversity and Equity

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

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

No

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

Has the institution assessed student diversity and educational equity?:

Yes

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

The Oasis town hall meeting first held on October 29 is an opportunity for students and the university community to discuss campus culture and diversity issues on campus.
Several University Administrators participated in the discussion and have indicated that progress will be made.

Has the institution assessed employee diversity and employment equity?:

No

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?:

No

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

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

Support for Underrepresented Groups

Responsible Party

Andre Fortune
Director
Office of Academic Success and Intercultural Services

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:

OASIS
The Office of Academic Support and Intercultural Services is a retention department designed to support all NEBRASKA students, but has a special emphasis on students of color. Housed in the Jackie Gaughan Multicultural Center (opened Spring 2010), staff works with students to create a familiar and comfortable environment to help students finish through to graduation. NU Connections, Study Skills Workshops, academic success labs, and a variety of social events are coordinated through this office

http://www.unl.edu/oasis/

NU CONNECTIONS
NU Connections is a mentoring program that provides first-year and second-year undergraduate students with a support system consisting of: Academic Resources, Peer Mentors, lunches with faculty/staff, and regular meetings with OASIS Program Coordinators. Students

awarded the Nebraska Achievement, Davis/Chambers, SIPS, or Heritage Scholarships are required to participate in this program

http://www.unl.edu/oasis/program/nu_home.shtml

Student Support Services:
Student Support Services is committed to making higher education available to college students with academic need, who are low-income, first generation (neither parent has a bachelor's degree), and/or students with physical disabilities. SSS offers a broad range of opportunities and services to promote the academic success of eligible college students. Studies have found that students who receive comprehensive services from SSS programs are more than twice as likely to stay in school.

http://www.unl.edu/trio/

LGBTQ and Ally Programs and Services
The Assistant Director for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Ally Programs and Services (LGBTQA) works in the Office of Student Involvement. The Assistant Director provides a "Safe Space" for LGBTQ and Ally students, provides relevant resources and referral, delivers "Safe Space" educational training to those who have experienced discrimination/harassment based on sexual orientation/gender identity/expression

http://involved.unl.edu/lgbtqa/

The website URL where more information about the support programs for underrepresented groups is available:
http://admissions.unl.edu/discover/diversity.aspx

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:
Yes

A brief description of the institution's discrimination response policy, program and/or team:

Discrimination and Harassment Policies:
The Office of Equity, Access and Diversity Programs investigates all allegations of illegal discrimination and harassment. The process involves fact-finding and assessment of the situations, followed by an assessment of those facts with regard to federal and state laws, rules and regulations and with University of Nebraska-Lincoln and departmental policies and procedures. EADP will also make recommendations and suggestions for a resolution of the conflict. The focus of these internal investigations is to ensure fairness and to help facilitate an outcome that will enable individuals to experience an environment where they have an opportunity for success.

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

http://www.unl.edu/equity/NonDiscrimination.htm

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?:

Yes

Support for Future Faculty Diversity

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

No

A brief description of the institution's programs that help increase the diversity of higher education faculty:

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

Affordability and Access

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

A. The percentage of entering students that are low-income

B. The graduation/success rate for low-income students

C. The percentage of student financial need met, on average

D. The percentage of students graduating with no interest-bearing student loan debt

"---" *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:

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

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

The Office of Trio Programs offers qualified students a number of unique support services and instructional assistance to meet students' educational needs.

Direct support is provided to students whose ethnic background is African American, Hispanic/Latino, Native American, or Asian American, as well as qualified students who are low income and/or first-generation.

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

HEALTH SCIENCES SCHOLARSHIP:
The Health Sciences Scholarship identifies academically promising students interested in health science careers that statistically have low college-going rates. Qualified candidates must have a strong desire to work in the Health Sciences field.
Award: 30 credit hours of tuition a year. The scholarship is renewable for a second year of study provided the recipient completes the Program's first year requirements and satisfies the University's scholarship renewal requirements.

DAVIS-CHAMBERS SCHOLARSHIP:
The Davis-Chambers Scholarship recognizes academically promising students that have knowledge and experience in a diverse environment or community.
Award: Full direct cost of attendance at UNL. Student must complete a FAFSA. (Applicants must be a Nebraska high school graduate and a resident of Nebraska)

NATIVE AMERICAN HERITAGE SCHOLARSHIP:
Native American tribes are woven into the fabric of Nebraska. Recognizing this, the University of Nebraska-Lincoln (UNL) offers the Native American Heritage Scholarship for freshman; other Undergraduate Students can be considered for the Native American Transfer Scholarship.
Freshman and Undergraduate Scholarship - Eligibility Req.
To identify academically promising students who have knowledge and experience in the Native American community and strive to create opportunities in the advancement of this unique culture.
Award: Depends on financial need. The range per academic year will be from $2,000 to the full direct of attendance. Freshman scholarship is renewable for four years, transfers two years.

TRIBAL COLLEGE SCHOLARSHIP
Students in progress or completed degree at one of the many tribal colleges are eligible. Subject to complete review of academic profile including course work and grades.
List of Tribal Colleges include: Blackfeet Community College, Cheyenne River Community College, Dull Knife Memorial College, Fort Belknap College, Fort Berthold Community College, Fort Peck Community College, Haskell Indian Nations University, Little BigHorn College, Little Priest Tribal College, Nebraska Indian Community College, Oglala Lakota College, Sinte Gleska University, Sisseton Wahpeton Community College, Sitting Bull College, Turtle Mountain Community College, and United Tribes Technical College.
Cumulative GPA of 2.5 at during previous coursework

Award: Resident tuition for up to 120 credit hours or completion of a bachelor's degree, whichever comes first, inclusive of all undergraduate coursework at all post secondary education institutions attended. Student must complete the FAFSA.

OTHER LEADERSHIP, SERVICE, AND DIVERSITY AWARDS

You may be eligible for additional leadership, service, or diversity scholarships by applying to the University of Nebraska-Lincoln by January 15 and by submitting your personal statement.

COMMUNITY SCHOLARSHIP

Susan T. Buffett Scholarship $3,600 per semester and a textbook allowance of $500/semester

COLLEGE BOUND NEBRASKA

College Bound Nebraska gives Nebraska residents who meet the admission requirements for the University of Nebraska and are eligible for a Pell Grant the opportunity to attend college tuition free.

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

Email go out to all students to encourage them to submit a FAFSA and the Buffett Scholarship.

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

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

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

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

No

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:

The UNL Children's Center is a an onsite child care facility that offers full-time care at discounted rates for students. However, it does not offer additional discounts for low income students.

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:
Yes

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	23.60
The graduation/success rate for low-income students	52
The percentage of student financial need met, on average	80
The percentage of students graduating with no interest-bearing student loan debt	42.90

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:

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

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Number of employees:

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Number of employees of contractors working on campus:

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

No employees

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

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

Assessing Employee Satisfaction

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?:

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

The year the employee satisfaction and engagement evaluation was last administered:

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The campus wellness initiative has been established in conjunction with the Chancellor's Office and many departments on campus. The Chancellor's Committee on Wellness has been established to review current practices, propose and facilitate wellness programming, and promote current opportunities on campus. Further information and wellness resources are available online at

wellness.unl.edu

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

http://wellness.unl.edu/

Workplace Health and Safety

Responsible Party

Matan Gill
Sustainability Coordinator
Facilities Management & Planning

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below::

	Performance Year	Baseline Year
Number of reportable workplace injuries and occupational disease cases	98	148
Full-time equivalent of employees	11,194	12,059

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, 2012

A brief description of when and why the workplace health and safety baseline was adopted:

A brief description of the institution's workplace health and safety initiatives:

By offering various training opportunities, safety programs, and several committees, UNL Environmental Health and Safety works to create a safe environment for the entire campus community.

Committees and programs are listed below:

Chancellors University Safety Commission:
The overall charge of the committee is to advise UNL administration on methods and means of minimizing safety and health hazards at UNL to the extent feasible. In pursuit of this goal, the committee is charged with the following:
• Adopting an effective written injury prevention program;
• Reviewing occupational injuries and/or illnesses for the purpose of formulating
recommendations regarding future prevention;
• Reviewing or conducting worksite safety inspections for the purpose of formulating
recommendations on accident prevention;
• Reviewing reports of safety and health concerns expressed by the general campus
population for the purpose of formulating recommendations on hazard abatement;
• Enhancing awareness of campus safety programs, identifying best practices, and
encouraging the sharing of information throughout the campus community.

Institutional Bio Safety Committee: The IBC has oversight over and the UNL Biosafety Guidelines apply to clinical/diagnostic, research, and teaching activities involving any of the following:

-Recombinant and Synthetic Nucleic Acids
-Biological Toxins
-Bloodborne Pathogens
-Human Blood, Tissue, Organs, Cell Lines and Other Potentially Infectious Materials,
-Select Agents, including designated biologically-derived toxins
-Agriculture or Health and Human Services.
-Use and/or Creation of Transgenic Animals or Plants
-Field Collection or Sampling of Wild Animals

Radiation Safety Committee

Safety Programs include:
1. Bloodborne Pathogen Exposure Control Plan
2. Hearing Conservation Program
3. Injury and Illness Prevention Program
4. Respiratory Protection Program

More information about these plans and programs can be found on the Environmental Health and Safety website

The website URL where information about the institution's workplace health and safety initiatives is available:

http://ehs.unl.edu/

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

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?:

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:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

Sustainable Investment

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

• **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).

• **Businesses** *selected for* **exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy)**.** This includes investments made, at least in in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.

• **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.

• **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).

• **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.

• **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

• Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)

• Uses its sustainable investment policy to select and guide investment managers

• Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years

• Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

• Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)

• Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

Total value of the investment pool:

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	---
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	---
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	---
Community development financial institutions (CDFIs) or the equivalent	---
Socially responsible mutual funds with positive screens (or the equivalent)	---
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

Does the institution have a publicly available sustainable investment policy?:

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?:

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

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?:

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

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

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?:

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

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 2

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 3

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.

3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.

4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.

5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.

6. The innovative practice or program should originate from an area within the defined institutional boundary.

7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.

9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.

10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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