



University of South Florida

The following information was submitted through the [STARS Reporting Tool](#).

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

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

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

Reason for excluding agricultural school:

N/A

Reason for excluding medical school:

The boundary for this report does not include the Medical School

Reason for excluding pharmacy school:

The boundary for this report does not include the Pharmacy School

Reason for excluding public health school:

The boundary for this report does not include the Public Health School

Reason for excluding veterinary school:

N/A

Reason for excluding satellite campus:

The boundary for this report is limited to Tampa Campus. USF campus in Sarasota and St. Petersburg are not included.

Reason for excluding hospital:

These are Independent institution leasing space.

Reason for excluding farm:

N/A

Reason for excluding agricultural experiment station:

N/A

Narrative:

The boundary for this report includes the Tampa Campus of the University of South Florida, including auxiliary units and direct support organizations, and excluding USF-Health and the USF Research Park. This boundary is the region encompassed by the American College and University Presidents' Climate Commitment for the University of South Florida.

Operational Characteristics

Criteria

n/a

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

Endowment size:

334,100,000 US/Canadian \$

Total campus area:

815 Acres

IECC climate region:

Hot-Humid

Locale:

Urban fringe of mid-size city

Gross floor area of building space:

6,171,451 Gross Square Feet

Conditioned floor area:

6,171,451 Square Feet

Floor area of laboratory space:

211,491 Square Feet

Floor area of healthcare space:

0 Square Feet

Floor area of other energy intensive space:

0 Square Feet

Floor area of residential space:

1,777,846 Square Feet

Electricity use by source::

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

Biomass	---
Coal	100
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	---

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

University electricity is purchased from the local utility which primarily uses coal generation plants.

Energy used for heating buildings, by source::

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

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

High Efficiency Chillers: The USF Tampa campus has replaced inefficient gas and electric operated chillers with the most energy efficient electric chillers available.

Boiler Efficiency: The USF Tampa campus has replaced old, inefficient boilers with new high efficiency boilers in order to reduce natural gas usages.

Academics and Demographics

Criteria

n/a

Submission Note:

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

Number of academic divisions:

47

Number of academic departments (or the equivalent):

37

Full-time equivalent enrollment:

42,065

Full-time equivalent of employees:

9,206

Full-time equivalent of distance education students:

100

Total number of undergraduate students:

30,317

Total number of graduate students:

9,905

Number of degree-seeking students:

40,222

Number of non-credit students:

1,843

Number of employees:

9,206

Number of residential students:

5,673

Number of residential employees:

0

Number of in-patient hospital beds:

0

Academics

Curriculum

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

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

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	2,298	1,664
Number of sustainability courses offered	307	231
Number of courses offered that include sustainability	146	122

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):

90

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):

[ER-6 Sustainability-Focused Courses_2.pdf](#)

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

The total courses offered in 2014 were downloaded to an excel file to sort and search through. Initially all duplicates were removed and then all dissertation and independent study courses.

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

<http://patel.usf.edu/usf-office-of-sustainability/sustainability-at-usf/teaching/>

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

These courses were identified from course descriptions in the university catalog, using keyword search.

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

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

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

Courses are listed with unique course number and separate section number. Sorting total course offering by course number allowed for easy separation of these courses.

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

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

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

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

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

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

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

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

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

"---" 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:

8,617

Total number of graduates from degree programs:

21,059

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

[ER-9 Sustainability Learning Outcomes_1.pdf](#)

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

Global sustainability, Environmental Science & Policy, Chemical Engineering, Civil and Environmental Engineering, Architecture, Industrial & Management Systems Engineering, Biology, Chemical and biomedical engineering, Interdisciplinary Natural Science, Geology, Anthropology, Geography, Marine Sciences, International Relations, International Business, Business Marketing & Management, Humanities and cultural studies,

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

CGN 6933 Green Infrastructure for Sustainable Communities:

At the end of this course students will be able to:

1. Describe characteristics of green design and construction;
2. Explain the constraints and interdependencies of infrastructure systems in cities;
3. Identify approaches to climate adaptation and urban resiliency, in a global context;
4. Outline the USGBC LEED certification process for buildings;
5. Apply ENVISION for sustainability rating of infrastructure projects
6. Describe the different building certification and rating systems;
7. Evaluate and compare the sustainability/ resiliency of cities with respect to their green infrastructure systems design and operation.

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

<http://patel.usf.edu/usf-office-of-sustainability/sustainability-at-usf/teaching/>

Undergraduate Program

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

B.S. in Environmental Science and Policy

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

The undergraduate degree in Environmental Science and Policy (ESP) is a Bachelor of Science degree. This unique interdisciplinary program incorporates courses from various colleges across the University. Although there are courses in the core of ESP, the degree also offers students the opportunity to choose an area of concentration.

The curriculum has two sub concentrations, one in environmental science and one in environmental policy. Students in both concentrations take supporting courses in physical and natural science, statistics, policy, and ethics. In addition, students select electives to strengthen their knowledge within their concentration. Seniors complete a research project or perform an internship in one of a variety of government agencies or private companies.

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

<http://hennarot.forest.usf.edu/main/depts/geosci/ug/esp/>
STARS Reporting Tool | AASHE

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

B. S. in Civil and Environmental Engineering

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

The Department of Civil & Environmental Engineering at the University of South Florida offers coursework and study pertinent to Civil Engineering, Engineering Mechanics, Material Science, and Environmental Engineering. Areas of concentration are Environmental/Water Resources Engineering; Structures/Materials/Geotechnical Engineering; and Geotechnical/Transportation Engineering.

The Civil Engineering Program of the Department of Civil and Environmental Engineering at the University of South Florida will provide undergraduate students with strong, broad-based, engineering education which gives them the basic intellectual and organization skills that allow them to work with complex systems with technological, social and environmental components.

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

<http://cee.eng.usf.edu/undergraduate/curriculum.htm>

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

B. S. in Chemical Engineering

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

The mission of the Department of Chemical & Biomedical Engineering is to prepare graduates with fundamental knowledge and contemporary skills for the development, economic design, and safe operation of chemical and biological systems, processes, products, and methods in a manner compatible with societal values.

The overall objective of the bachelor's degree program in chemical engineering at the University of South Florida is to prepare graduates for successful careers in the chemical engineering and related professions. Accordingly, graduates of this program who have chosen to pursue a career in engineering shall achieve the following within a few years after graduation:

Demonstrate professional engineering competence by holding positions of increasing responsibility in industry, business, government and/or educational institutions

Publish papers, reports, patents and/or technical presentations at local, national, international meetings or within the professional organization/company that they are affiliated with.

Continue to improve their technical skills, knowledge and understanding through continuing education, pursuit of advanced degrees, and/or pursuit of professional license in their chosen profession.

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

<http://chbme.eng.usf.edu/undergraduate/accelProgram.htm>

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

Global Citizenship General Education Program (GC Program) students take a specific set of FKL courses designed with a global focus, to participate in relevant on-campus events, perform community service, and includes a study abroad on a scholarship. The goal of the GC program is to increase students' knowledge of global processes and cultural diversity and enhance students' ethical reasoning and

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

information literacy skills. Please see:

<http://www.ugs.usf.edu/gec/gc/>

The Global Citizenship Living Learning Community (GC LLC) is an optional residential experience of the Global Citizenship (GC) General Education Program. This is an opportunity to integrate and apply classroom knowledge in the students' living environment and practice skills necessary to study abroad. Please see:

<http://www.ugs.usf.edu/gec/gc/llc.htm>

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

No

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

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

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

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

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

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

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

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

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

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

Graduate Program

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

M.A. in Global Sustainability

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

The Patel College of Global Sustainability fosters sustainable urban communities and environments through collaborative research, education and community involvement. Its research generates innovations and new knowledge that will help cities around the world, including those in developing countries, reduce their ecological footprint while improving their form and function to make them healthier, more livable and resilient.

The Patel College of Global Sustainability comprises the Patel Center for Global Solutions, the M.A. College in Global Sustainability and the Office of Sustainability. It is an inclusive and holistic school based on interdisciplinary research, design, and education

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

http://patel.usf.edu/m_a_program/curriculum-m-a-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):

M.S. in Environmental Science and Policy

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

The Master's of Science degree in Environmental Science and Policy (ESP) is a unique interdisciplinary program that incorporates courses from various colleges across the University. Although there are courses in the core of ESP, the degree also offers students the opportunity to choose an area of concentration. This degree is intended to bring together faculty and students with a breadth of knowledge and curiosity about the environment. The program is broad in that it allows students to explore issues in both environmental science and policy, but it is specific in that students may specialize in an area that focuses on his/her unique interests.

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

<http://hennarot.forest.usf.edu/main/depts/geosci/grad/esp/>

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

MSCE and PhD in Civil and Environmental Engineering

<http://cee.eng.usf.edu/graduate/welcome.htm>

ME, MCHE and PhD in Chemical Engineering

<http://chbme.eng.usf.edu/graduate/chemEng.htm>

MS and Doctor of Philosophy in Biology

<http://biology.usf.edu/ib/grad/ms/>

<https://documents.health.usf.edu/display/COPH/Global+Health>

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

Yes

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

Ma in Global Sustainability in concentrations of Water, Sustainable Energy, Sustainable Tourism and Entrepreneurship

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

Water:

The M.A. in Global Sustainability concentration in Water (6 credit hours) will enable students to understand the complex regional and global water-related sustainability challenges and to develop innovative, sustainable solutions specifically in the specializations of green infrastructure, urban water, and coastal issues

Sustainable Energy:

The sustainable energy concentration provides knowledge in the growing field of renewable energy, which is expected to quadruple within a few decades creating significant employment, investment, and trade opportunities. As the U.S. and world economies seek to become more sustainable, they will be increasingly dependent on renewable fuels and power. Students will be prepared for private and public sector positions of leadership and responsibility in the biofuels, solar, wind, biomass, smart grid, and other renewable energy sectors

Sustainable Tourism:

The M.A. in Global Sustainability concentration in Sustainable Tourism (6 credit hours) enables students to understand the relationships between tourism, society, culture and sustainability. Students develop the skills necessary to design a successful sustainable tourism strategy and development plan that is beneficial to business, coastal and marine habitats, and the local community.

Entrepreneurship:

The M.A. in Global Sustainability concentration in Entrepreneurship (6 credit hours) provides students with a comprehensive understanding of concepts, tools, and skills of sustainability and green technology. Focus areas include green technology, development, transportation, energy, and sustainable enterprise

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

http://psgs.usf.edu/m_a_program/curriculum-m-a-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):

Environmental Policy and Management Graduate certificate

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

As we proceed into the 21st century, the environment represents one of the most critical issues facing nearly all nations individually as well as the earth's community as a whole. Increased population, greater consumption and diminishing resources combined with technological advances and new scientific revelations all play an important role in the study of the environment. By now, we realize that the environment is a multidisciplinary field where neither problems nor solutions honor traditional disciplinary boundaries. It is a field where information is fast flowing and technologies are rapidly evolving.

The Graduate Certificate in Environmental Policy and Management fills this need by providing a broad-based, multidisciplinary educational program to professionals, practitioners, citizens and students who wish to acquire or strengthen their knowledge of the environment.

The Certificate is designed for:

Environmental professionals with science and engineering degrees who wish to seek a greater understanding of the political, economic and social context in which science is applied to the real world.

Public administrators who are not specifically trained in the environmental field but are currently working in this area.

Professionals in organizations that deal, either primarily or heavily, with environmental issues.

Environmental professionals who wish to strengthen their managerial skills.

Graduate students enrolled in other disciplines who wish to make the emerging environmental field the focus of their career.

Undergraduate students who are not ready to pursue a graduate degree but wish to strengthen their credentials.

Concerned citizens who wish to pursue the satisfaction of intellectual exploration in the environmental field.

CURRICULUM

The Environmental Policy and Management Certificate curriculum can include courses in environmental philosophy, environmental policy, environmental politics, environmental law, environmental ethics and environmental management. It requires a common core but also allows students to take electives based on their skills and needs.

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

<http://hennarot.forest.usf.edu/main/depts/geosci/grad/cert/>

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

GEOGRAPHICAL INFORMATION SYSTEMS GRADUATE CERTIFICATE
COMMUNITY DEVELOPMENT GRADUATE CERTIFICATE (
CERTIFICATE OF ADVANCED STUDIES IN HYDROGEOLOGY

(

<http://hennarot.forest.usf.edu/main/depts/geosci/grad/cert/>

)

Immersive Experience

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

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

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

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

And/or

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

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

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

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

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

Yes

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

1) Patel College of Global Sustainability requires a semester internship abroad. Global Sustainability Internship requires domestic or international internship as a capstone course in the Patel College of Global Sustainability MA program to help them acquire a global perspective on sustainability practices. It is based on an interdisciplinary field study, designed to provide a student with an opportunity to develop a comprehensive in-depth study on sustainability with respect to a specific field. It will also allow students to build strong interactions with external stakeholders who influence practice and policy. During this internship, students will apply acquired theoretical skills to investigate real-world problems and develop innovative solutions in sustainability.

2) Engineers Without Borders at USF is currently engaging in an effort to develop a clean water supply for an underdeveloped community in the Dominican Republic. The goal of this project, titled "Water for Miches", is to bring clean water to the 500 residents of Miramar in the Dominican Republic. Miramar is a community within Miches, in the province of El Seibo, one of the poorest provinces in the Dominican Republic. Currently, the residents of Miramar have no established water source. Many gather water flowing from fractures in a distant water tower, despite this untreated water being a source of disease and unsuitable to meet the needs of these families. The

purpose of our project is to design and install a potable water source in Miramar capable of meeting World Health Organization (WHO) standards by providing 20 liters of clean water per day to each of these 500 people.

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

http://patel.usf.edu/m_a_program/curriculum-m-a-program/

Sustainability Literacy Assessment

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

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

2.50

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

5

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

[Alvarado assessment.pdf](#)

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

See attached file, for original survey report. Currently, only the Patel College of Global Sustainability courses collect this data annually as noted by the small percentage listed it above.

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

The assessment was developed as part of an undergraduate honors thesis research project in cooperation with the Patel College of Global Sustainability and Learning Gate Community School, a not-for-profit, environmentally themed charter school for grades K-8 in the Tampa Bay region.

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

The survey was administered online.

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

See attached file above for complete results.

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

Incentives for Developing Courses

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

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

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

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

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

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

Yes

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

The Academy for Teaching and Learning Excellence (ATLE) serves full-time faculty, adjunct instructors, and graduate teaching assistants on the USF Tampa campus in a multitude of ways including teaching incentives, workshops and a new learning community:

Groups of faculty can work on specific topics in pedagogy and course design through Faculty Learning Communities (FLCs). FLCs are cross-disciplinary groups of faculty "who engage in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning with frequent seminars and activities that provide learning, development, the scholarship of teaching, and community building."

Faculty may wish to consult several online resources to situate themselves to teaching at USF:

- Instructional Resource Guide
- Teaching Essentials: A self-paced online "course" discussing best practices
- Information about creating a teaching video for the Undergraduate Teaching Awards at USF.

In addition to the services ATLE provides, faculty may be interested in these other opportunities:

- Faculty Fellows
- Faculty Liaisons
- Faculty Book Club
- Tech Camp
- Summer Institute
- Outstanding Undergraduate Teaching Award

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

Whether Faculty are interested in altering a small section of your class or the entire curriculum, the Academy for Teaching and Learning Excellence (ATLE) can help. They are happy to consult with faculty members regarding many topics:

- Revising course objectives (and everything else that must change as a result)
- Converting the class to be partly online (fully online course conversions should work with Innovative Education)
- Adding a new dimension, such as an international or global perspective
- Incorporating a service-learning component
- Changing assessment methods
- Experimenting with alternate modes of content delivery and/or new technologies

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

<http://www.usf.edu/atle/faculty/full-time-faculty.aspx>

Campus as a Living Laboratory

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

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

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

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

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

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

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

	Yes or No
--	-----------

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

Student Green Energy Fund is used to assist USF in conserving energy, reducing energy costs, lowering greenhouse emissions, and promoting renewable energy technologies:

For example the SGEF Funded Projects Updates

Fall 2014:

EV Charging Stations: A proposal to install two Electric Vehicle Charging stations has been approved for the Fall cycle with the funding of \$29,985.

Campus Recreation Carbon Footprint Reduction Project: A proposal to install new exercise equipment that will decrease energy costs and reduce the greenhouse gas emitted from the usage of treadmills, bicycles etc. This project was awarded \$34,000 to buy three energy

efficient machines.

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:

At the conclusion of the U.S. Department of Energy Solar Decathlon 2011, FLeX House returned to Tampa, Florida. Today, it is being reconstructed on the campus of the University of South Florida, where it will be used as a solar energy learning center and living laboratory for research on emerging technologies and sustainable building materials.

http://www.solardecathlon.gov/past/2011/where_is_florida_now.html

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:

The SGEF Funded Projects Updates:

Spring 2014:

Biodiesel Project Plant: A proposal to develop a community centered sustainable infrastructure to generate biodiesel from waste using a superior, novel and green technology. Biodiesel Project Plant will use campus cooking oil waste and manufacture biodiesel for the Bull Runner. This project is awarded \$100,000.

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:

SGEF Funded Projects Updates:

Spring 2012:

Upgrades to Juniper-Poplar Hall's heating, ventilation and cooling system, requested by Physical Plant, will receive \$104,760 in funding and would require a 30-day installation after an energy assessment is performed to determine how much energy could be saved through the new system.

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:

SGEF Funded Projects Updates:

Spring 2012:

The campus will also see 15 more water fountains designed for efficient refilling of water bottles, thermoses and other beverage containers for \$24,320. The fountains will be installed in the Business and Administration building and the Faculty Office Building, among others.

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:

n/a

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:

Center for Urban Transportation Research academic knowledge and extensive “real world” experience in developing innovative, implementable solutions for all modes of transportation.

New North Transportation Alliance (NNTA) Operations

The New North Transportation Alliance (NNTA), is a public-private partnership in Northeast Tampa that provides a forum for businesses, local governments, residents, and commuters...

Improving Knowledge of Safe Pedestrian Behavior through WalkWise (StateWide)

WalkWise is a grassroots initiative that provides innovative pedestrian safety education to citizens through a free interactive 15- to 30-minute presentation. Through outreach...

Car-sharing—Vehicle Hourly Rental Options to Complement Transit, Ride-sharing and Bicycling Users

BACKGROUND This project expands the USF Tampa campus car-sharing program with two vehicles located in an urban environment on the USF St. Petersburg...

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:

n/a

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:

Three separate cells within the rain garden use different materials to test their impact on nutrients with students conducting water quality tests on the runoff as it enters the pond and again using monitoring wells at the far end of the system, explains Ryan Locicero, who is working toward a PhD that combines environmental engineering with education. Students also are documenting which plants survive, which dominate, and which can be harvested to beautify other areas.

A stormwater pond across the street from the school also functions as a living laboratory where students are involved in collecting data on the pond’s health, including water quality, vegetation and community use.

Teen participants in the Youth Leadership Movement also are involved in stormwater improvements, including new rain barrels planned for the community center’s rain garden, with the long-term goal of training for “green” jobs.

“What we’re really doing is helping students develop critical thinking skills so they can make informed decisions and become productive citizens in their community,” Locicero said. “We’re using stormwater as the educational tool to make that happen.”

<http://baysoundings.com/usf-project-helps-build-water-smart-neighborhoods/>

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:

What does USF stand for? What did you learn to tell your story? Being clear to someone who was not in the room...50 years...how much we have done in 50 years...goods are great...different highlights from this morning's presentations...showcasing our different dimensions...diversity...community and how this living laboratory is...exciting...whole to parts and parts to whole...globally engaged, metropolitan based...hear the pride...traditions starting to come out...pride is here...Tampa Bay....

<http://system.usf.edu/board-of-trustees/meetings/pdfs/meeting-archives/2006/Minutes.pdf>

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:

n/a

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

The sensory system consists of a combination of custom made and off-the-shelf sensors. Presently, there are 4 types of sensors operating in the Living Lab (LL): Contact Sensors, Proximity Sensors, Motion Detectors and Pressure Switches.

The sensory system automatically generates alerts that are based on the activation/non-activation of sensors to determine whether a number of different events pre-programmed into the system has taken place. These "events" are designed around the needs and daily living routine of the resident and is a personalized list created by the case manager working alongside the client.

<http://health.usf.edu/publichealth/create/living-lab.htm>

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:

n/a

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 business is only as good as the company it keeps, and the organizations we choose to partner with make a bold statement about our business values” said Chairman and Governor of the Tampa Bay Lightning, Jeff Vinik. Acknowledging that the NHL franchise will benefit from the partnership by integrating top interns into the company’s business operations, Vinik said the program is a win for all parties involved. “We’re excited for this new opportunity to partner with USF and offer students internships and practical experience in sports and entertainment management in the ‘living laboratory’ of Tampa Bay,” he said. “Students will benefit from exceptional learning opportunities, and, ultimately, the whole community will benefit from two well-respected organizations partnering to do something extraordinary.”

<http://lightning.nhl.com/club/news.htm?id=617333>

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:

n/a

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

<http://www.cutr.usf.edu/research-1/research-in-progress/>

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

804

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

2,770

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

36

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:

[ER-16 New Researcher2.pdf](#)

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

For a sample, see:

http://patel.usf.edu/about_patel_school_of_global_sustainability/staff-faculty/

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

We first used key words to get a list of research areas on sustainability. Then looked on the overview of research activities and names of faculty and departments involved in sustainability related research works.

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

- 1) Daniel Yeh (Civil and Environmental Engineering) was awarded a grant from the Gates Foundation to develop his invention of a human waste-to-energy digester;
- 2) Yogi Goswami (Chemical Engineering) developed a solar power array to provide additional electric energy the campus;
- 3) George Philippidis (Patel College of Global Sustainability) directs the development, scale-up, and commercialization of biomass and algae technologies for sustainable production of transportation fuels, renewable power, and value-added chemicals;
- 4) Delcie Durham (Mechanical Engineering) Established USF Graduate Diverse Student Success program. She focuses on environmentally benign design and manufacturing, with a particular emphasis on sustainable product realization through the total product lifecycle. Her research interests include exploring metrics for sustainable engineering design through analogies to the biological cell.

The website URL where information about sustainability research is available:

<http://www2.eng.usf.edu/cee/researchAndFacilities/researchThrusts.htm>

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

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

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

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

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

Yes

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

Graduate Student Challenge Grants: Building Research Partnerships Across Disciplines. Awards are up to \$5000 per research team and are made available through the USF Graduate School and the Office of Research & Innovation. These are one-year projects and are available to both master's and doctoral students.

Each proposal must be submitted by a team of four students, where at least two of the students are from two different colleges. The more departments and colleges involved the better.

The proposals must be submitted in one of the signature research areas of the university, which includes sustainability of populations and/or the environment, and global research.

In addition, through the student green energy fund, students, faculty and staff are encouraged to submit energy efficient and renewable energy research proposals for funding. The fund requires that the research should be implementable. There has been a number of proposals that were funded through this program.(<http://psgs.usf.edu/usf-office-of-sustainability/green-energy-fund/sgef-funded-projects/>)
[STARS Reporting Tool](#) | [AASHE](#)

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

http://www.grad.usf.edu/research-challenge-grant_2013.php

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

Yes

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

USF established a Research Incentive Program on July 1, 2003, with the purpose to recognize, reward, and encourage those Faculty who successfully compete for the award of research grants which contribute to the recognition of USF as a Research University. A portion of the salary savings from the grant is used for the incentive payment.

The continued support of innovative research has more recently added the Revenue Incentive Program for inventors: "On October 8, 2013 The University of South Florida in Tampa announced a ground-breaking Revenue Incentive Patent Cost Sharing Program for their university inventors. The Revenue Incentive program, one of the first of its kind among U.S. universities, provides a way for USF innovators to invest in the future of the inventions resulting from their research." Please see

<http://www.research.usf.edu/dpl/revenue-incentive.asp>

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

<http://health.usf.edu/facultyaffairs/ResearchIncentives.htm>

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

Yes

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

1) USF Research Development Services (RDS) encourages and facilitates the collaboration among researchers across disciplines. Multidisciplinary, interdisciplinary, and transdisciplinary research explore problems by uniting disciplines and create new tools and new fields of research. To support interdisciplinary partnerships RDS provides:

- Consultation at any stage of the research process
- Identification of new social networking and profiling tools
- Facilitation in forming new research groups
- Identification of new interdisciplinary funding announcements
- Review of proposal drafts
- Coordination of activities
- Collaboration in inter and intra-university projects

RDS is also involved in bringing together faculty from throughout the University to share their research and build partnerships through facilitating symposiums, speakers, and other Research One events, for example the Florida Climate Institute (USF Chapter) involves faculty from different disciplines to team up for research and education development in climate related topics.

2) While interdisciplinary research is currently not featured in USF's tenure and promotion criteria, USF maintains a strong commitment to supporting and advancing interdisciplinary research. This commitment is demonstrated in the recent construction of the Interdisciplinary Research Building and the new Interdisciplinary Science Teaching and Research Building, as well as many faculty and student funded award opportunities that promote interdisciplinary research.

3) Interdisciplinary, transdisciplinary, and multidisciplinary research are highly valued across all departments and colleges. A recent task-force evaluating integrated interdisciplinary inquiry at USF produced the following definition of interdisciplinary research to be used in the development of future policies at USF: Interdisciplinary research is a mode of research by teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice, please see:

<http://www.acad.usf.edu/Task-Force/III/docs/III-Task-Force-Report.pdf>

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

<http://www.research.usf.edu/dsr/rds/interdisciplinary-research.asp>

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

Yes

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

To secure a sustainable future through an understanding of human impacts on the environment, the USF Tampa Library's Program in Environmental Sustainability links scientists, students, and citizens to quality information resources and tools to promote research and solutions to global environmental challenges. We focus on karst science, climate change, water resources, and sustainable resource utilization.

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

<http://scholarcommons.usf.edu/tles/>

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

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

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

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

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

90

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

90

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

Scholar Commons, a service of the University of South Florida Tampa Library, is a virtual showcase for USF's research and creative energies. Members of the USF academic community are encouraged to contribute any completed scholarship for long-term preservation and worldwide electronic accessibility.

A copy of the open access policy:

The open access policy:

The USF Tampa Library strives to develop and encourage research collaboration and initiatives throughout all areas of campus. Members of the USF community are encouraged to deposit their research with Scholar Commons. We commit to assisting faculty, staff, and students in all stages of the deposit process, to managing their work to optimize access/readership, and to ensure long-term preservation. Long-term preservation and increasing accessibility will increase citation rates and highlight the research accomplishments of this campus. Scholar Commons will have a direct impact on the University's four strategic goals: student success, research innovation, sound financial management, and creating new partnerships.

The website URL where the open access repository is available:

<http://scholarcommons.usf.edu/>

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

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

Engagement

Campus Engagement

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

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

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

Student Educators Program

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

40,222

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

Sustainability Internship Program, Office of Sustainability at USF

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

40,222

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

The students receive training for this position through their involvement in the Sustainability Internship Program through the Office of Sustainability. They are responsible for coordinating and implementing university sustainability initiatives. Direct student interaction includes updates on day-to-day activities and review of completed materials for both graduate and undergraduate students. Examples of activities include the distribution of sustainability practices and information during Bull markets, week of welcome, Earthday, facilitate recycling and water conservation awareness campaigns, and sustainability competitions in the residence halls.

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

The Office of Sustainability is advised by the Sustainable Initiative Steering Committee that represent different colleges, administrative departments and student. Through the Office of Undergraduate Research students are informed of the various research internship opportunities that are available for sustainability projects. Interested students are encouraged to apply for projects in which they qualify. Applications are evaluated by the Office of Sustainability and accepted students are placed on the appropriate projects. The Office of Sustainability will assign mentors.

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

The director of the Office of Sustainability, Patel College of Global Sustainability faculty and program manager advise the student mentors by providing information about the current sustainable initiatives on campus. Formal training regards familiarizing with the sustainability reporting systems, sustainability initiatives in campus, using the office equipment and coordination with other sustainability faculty and staff.

The students receive training for this position through the Office of Sustainability. They are responsible for coordinating and implementing university sustainability initiatives. This position is normally unpaid internship program but the Office of Sustainability generously provides a payment to the students.

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

The student is provided a stipend of \$250 for one semester. The time commitment for this program is roughly 5 hours per week for one semester.

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

Sustainability Scholars Program

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

30,317

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

The Office of Sustainability in collaboration with the Office of Undergraduate Research initiated the Sustainability Scholars Program. This service-learning program provides talented USF undergraduate students with the opportunity to work closely with the Office of Sustainability staff to make USF a Green University. Sustainability Scholars work collaboratively with stakeholder groups on campus to conduct “sustainability audits” of selected programs, offices, and businesses, examining and assessing coupled social, economic, and environmental practices that promote or impede sustainability. Scholars share their results with the group in the form of a sustainability report card with specific suggestions for creating or improving sustainable practices. The greater goal of the research effort is to help the USF community become a cleaner, greener place to live and work.

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

Two Sustainability Scholars are selected each fall and spring semester among a pool of applicants for these positions. Applications, consisting of a letter of interest, resume, and letter of recommendation, are screened by the Office of Sustainability and the Patel College of Global Sustainability faculty.

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

Throughout the experience, Sustainability Scholars learn how to construct and implement a formal research design, receive training in research ethics and relevant methods for data collection and analysis, and use their results to help create and evaluate policies and programs for sustainability initiatives at USF. These students work closely with Office of Sustainability staff and work directly with Patel College of Global Sustainability faculty and with many of the sustainability related groups and initiatives on campus.

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

Each scholar is awarded \$1000 and receives three credit hours of mentored “Undergraduate Research.” The time commitment for this program is roughly 10 hours per week for one semester.

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

Sustainability Fellows Program

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

9,905

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

In collaboration with the Office of the Provost, the Office of Sustainability started the Sustainability Fellows Program. This service-learning program provides talented USF graduate students with the opportunity to work closely with the Office of Sustainability staff to make USF a Green University.

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

Two Sustainability Fellows are selected each fall and spring semester among a pool of applicants for these positions. Applications, consisting of a letter of interest, resume, and letter of recommendation, are screened by the university's Sustainability Initiative Steering

Committee. Reappointment for a second semester is contingent upon satisfactory performance of assigned duties.

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

Sustainability Fellows serve as 0.25-0.50 FTE Graduate Research Assistants, working 10-20 hours per week to help coordinate sustainability activities on campus, educational and community-based initiatives on sustainability, and other tasks integral to the mission of the Office of Sustainability. Students in this position work closely with Office of Sustainability staff and work directly with many of the sustainability related groups and initiatives on campus.

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

Each fellow receives a stipend of \$3750-\$7500 (for Ph.D. students) or \$2500-\$5000 (for MA students) per semester along with the rights afforded to graduate assistants as outlined in the USF/BOT-UFF/GAU Collective Bargaining Agreement.

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

Green Living Learning Community Programs

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

115

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

Members of the Green LLC in Maple B hall have participated in the following:

- RecycleMania along with the entire HRE department;
- Indoor composting with worm canisters;
- Maintaining an outdoor butterfly garden;
- Viewing and discussing documentaries on global issues in sustainability;
- Sustainable programs such as making hair gel, learning to knit, having a hydroponic garden in the hall and doing some type of Earth Day project each year;
- Volunteering at the HRE Swap Shop 2 times per year to repurpose, reuse and reduce what is put in our land fills;
- Taking field trips to local organic farms and gardens;
- Meeting with professors who support green initiatives during House Calls program each fall with follow up programming throughout the year
- Residents in the Green LLC also volunteer at USF Botanical Gardens, Florida Aquarium and MOSI;
- Helping deliver energy reduction light switch covers to residents in fall 2013.

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

All components of a candidate's application – including responses in their online application and their performance in their group and individual interviews – are taken into consideration when selecting Resident Assistants (RAs). Residential Life & Education staff members review all files and hire individuals who will bring various strengths to their community and staff teams.

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

An extensive training program challenges and teach the students what they need to know to excel in the position. Training is required for student staff, so students should plan accordingly when considering to apply. Resident Assistants are trained in the areas of:

- Diversity/Multicultural Awareness
- Communication/Listening Skills
- Time Management
- Counseling/Conflict Mediation
- Leadership Styles
- Ethical Decision Making and Problem Solving
- Programming and Community Building"

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

RAs are compensated with housing in the area of the assignment provided. They are also given a meal plan, with the option to upgrade (at cost to the RA). Please see:

<http://www.housing.usf.edu/experience/employment/ra/>

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

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

<http://patel.usf.edu/news/article/eco-friendly-living-in-the-residence-halls>

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

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

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

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

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

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

100

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

Sustainability is prominently featured during new student orientation in several ways, including:

- 1) The Office of Sustainability organizes and initiates practices prominently featured during Week of Welcome (W.o.W.) activities. The Director of the Office of Sustainability and other staff of the Office are present during these events such as Resident Assistant Orientation and many other W.o.W. activities, including new student registration.
- 2) The Office of Sustainability distributes special brochures and flyers for becoming more sustainable campus wide. This included special "lights-out" stickers and Sustainable Living Tips throughout resident housing.
- 3) The Student Government distributes sustainability related materials to all first-year students during W.o.W. activities, in which all first-year students participate and which are open to all USF students. The materials include reusable shopping bags and water bottles

along with sustainability related literature from the Office of Sustainability.

4) Green LLC tour - Students from the Green Living and Learning Community are given a green tour of campus. The guide, a faculty member, speaks about the development of sustainability initiatives on campus, shows examples of sustainability related projects, and has students visit the Office of Sustainability, the Center for Urban Transportation Research, and the Botanical Gardens. Overall the tour takes about 1.5 hours.

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

<http://www.newstudent.usf.edu/>

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

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

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

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

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

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

	Yes or No
--	------------------

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

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

1) Net Impact at USF: The mission of Net Impact at USF is to inspire, educate, and equip individuals to use the power of business to create a sustainable world. Please see:

<http://studentorgs.usf.edu/netimpact/>

2) International Health Service Collaborative: Mission Statement: The International Health Service Collaborative is a group of health sciences students, faculty and professionals focused on: Promoting sustainable health projects in under-served communities within the U.S. and developing nations. Creating a forum for interdisciplinary interaction within the Health Sciences Center and throughout USF, which will result in more well-rounded health professionals. Please see:

<http://www.ihsc-usf.com/>

3) Advocates for World Health at USF: AWH collects medical supplies, that would otherwise be thrown out by Hospitals, and ships them to Guatemala and Haiti. Furthermore, AWH gets in contact with physicians in the local area and has them give speeches on what they do. Please see:

<http://awhealth.org/>

4) Student Environmental Association - SEA is an active student organization at the University of South Florida in Tampa. It engages students in volunteer activities, educates the community about the environment, and works towards making USF more environmentally-friendly. Please see

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

5) American Society of Civil Engineers: The mission of the USF student chapter of ASCE is to enhance the personal and professional development of Civil Engineering students, to promote the College of Engineering, and to serve the community. This mission is accomplished through technical, professional, and civic activities by active participation in professional meetings, technical presentations and tours, community service, and competition in the annual Southeast Regional Conference to get students more involved with society issues such as infrastructure development. Please see:

<http://asce.eng.usf.edu/>

6) Florida Water Environment Association: To protect Florida's clean water environment by serving, supporting and uniting water quality professionals through public education professional development, and promotion of sound public policy. Please see:

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

7) Global Water Brigades: Water Brigades' purpose is to empower communities in underdeveloped countries to access sufficient clean water through infrastructural development, water treatment, community leader training, and education.

8) Engineers Without Borders: To improve the quality of living in international developing communities through the planning and completion of engineering projects. Please see:

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

9) Student Planning Association at USF: The USF Student Planning Association will foster civic and professional enrichment within a community of urban planning students and planning-advocates. It will provide opportunities for community involvement, cultivate relationships with local planning agencies and professional planning organizations, and generate pride and comrodery for the USF URP program. Please see:

<http://spa.blog.usf.edu/>

The website URL where information about student groups is available:

<http://www2.eng.usf.edu/cee/studentOrg/studentOrg.htm>

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:

USF Community Gardens is a group dedicated to creating and managing a large scale student-run community garden and farmers' market on campus. This community garden will provide fresh organic fruits and vegetables for students and faculty.

In addition, there are two smaller student community gardens; (one organic, one medicinal) located at the USF Botanical Gardens and a few other groups supporting these efforts:

1) Food Activists Revolutionizing Meals (FARM) promotes eating lifestyles that are more ecologically sound, local/community-based, and nutritionally balanced.

2) Green Living and Learning Community (GLLC) is located at the Maple B residence hall.

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

<https://www.facebook.com/groups/183954541968/>

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

1) Students In Free Enterprise (SIFE) at USF, Inc., founded on the principles of free enterprise, serves members of the community through educational outreach projects that embody social, economic, environmental sustainability. In addition, SIFE at USF provides the best opportunity for its members to develop leadership, teamwork, and communication skills through learning, practicing, and teaching the principles of free enterprise using the People-Planet-Prosperity business model. SIFE runs the ""Green Water Project"" a new, alternative method for USF students, faculty, and staff to obtain clean, fresh, filtered water through the use of water dispensers on campus. They also sell reusable aluminum water bottles at the USF Bookstore, and work with outside business to help them green their infrastructure and operations. Please see:

<http://studentorgs.usf.edu/sifeusf/html/about.html>

2) Net Impact is an international nonprofit organization with a mission to inspire, educate, and equip individuals to use the power of business to create a sustainable world. Spanning six continents, our membership makes up one of the most influential networks of MBAs, graduate students, and professionals in existence today. Net Impact members are current and emerging leaders in CSR, social entrepreneurship, nonprofit management, international development, and environmental sustainability who are actively improving the world. The Net Impact network includes over 260 volunteer-led chapters in cities around the world and a central office in San Francisco, CA. Please see:

<http://studentorgs.usf.edu/netimpact/>

3) Student Innovation Incubator helps turn students' business ideas into reality. Student ventures with scalable, commercial potential are given access to high-tech, collaborative office space, paired with industry mentors, subject matter experts, and community corporate partners to develop scalable business plans, and market-testable products and services. Please see:

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

<http://www.research.usf.edu/rf/sii/>

A brief description of the sustainable investment or finance initiatives:

The students in a College of Business class invest in a sustainable fund each year. Last year Matt Casey excelled academically, and was doing so while taking part in the rigorous, two-semester Applied Securities Analysis course that is required to participate in the Student-Managed Investment Fund. This highly selective program allows motivated, well-prepared students the opportunity to participate in simulated financial management as well as to manage 'real money in real time.'

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

<http://testsite.usf.edu/business/documents/25-under-25/honorees-11-12.pdf>

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

1) The Patel College of Global Sustainability and the Tampa Bay Clean Cities Coalitions hosted the inaugural membership meeting at the Patel College of Global Sustainability on December 11, 2012. The meeting, titled "Fuels of the Future" brought out over 60 of the region's key people working to bring alternative fuels and infrastructure to the Tampa Bay area. Please see:

<http://psgs.usf.edu/news/article/tampa-bay-clean-cities-coalition-hosts-inaugural-membership-meeting-at-pate>

eting-at-pate

2) The Florida Climate Institute held the National Climate Assessment Southeast Regional Meeting at the University of South Florida's Patel College of Global Sustainability on Feb. 19, 2013 for a daylong discussion on the state of climate change in the region and assessment of future plans. Please see:

<http://psgs.usf.edu/news/article/climate-change-check>

3) The University of South Florida's Patel College of Global Sustainability through its Office of Sustainability along with Tampa Bay Sierra Club held the Earth Day Tampa Bay 2013 celebration on April 20, 2013 at the USF Botanical Gardens. Please see:

<http://psgs.usf.edu/news/article/earth-day-tampa-bay-celebration-a-big-success>

4) May 10-12, the University of South Florida's Patel College of Global Sustainability hosted delegates from 23 nations for the UN-Habitat Partner University Initiative, a worldwide effort to cope with the challenges of rapid urbanization and to develop new solutions for healthy, livable and resilient cities particularly in the developing world. Please see:

<http://www.unhabitat.org/content.asp?cid=12230&catid=657&typeid=6>

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

<http://patel.usf.edu/news/archive>

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

A driving principle of Dance Linkages is to maximize resources locally to support work nationally and globally, which is directly in line with Goal 3 of USF's strategic plan that seeks to expand "local and global engagement initiatives to strengthen and sustain healthy communities and improve the quality of life."

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

<http://www.arts.usf.edu/content/articlefiles/4576-Scott,%20Andee.pdf>

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

The Campus Recreation Program is designed to provide opportunities for participation in a wide variety of sports and recreational activities for the entire University community. The Outdoor Recreation Division offers students the opportunity to become involved in adventure trips (sailing, hiking canoeing, skiing, etc.) as participants or as group leaders. The division also administers a fully equipped outdoor rental center and resource center. In addition, the division is responsible for the USF Riverfront Park, a complete riverfront recreational site located on the Hillsborough River.

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

<http://usfweb2.usf.edu/campusrec/Outdoor/index.html>

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

1) In an effort to make potable water available across the developing world, USF's Patel College of Global Sustainability in partnership with the IWA, invites designers, researchers, inventors, innovators and entrepreneurs from the developing world to create a Smart Pot that: treats contaminated water during collection, is affordable, robust and user friendly, has a similar shape and weight as a traditional pot (jerrycan), can be manufactured locally, and requires minimal running and maintenance cost.

2) Green Living Contest-Come to the colloquium and pitch your best idea on how Dean Silverman can most effectively reduce the ecological footprint of the Honors College. Winners will receive blocks of renewable energy to power their on campus residence that will allow them to "live green" all year long! Winners will be selected at each colloquium by Dean Silverman on advice from the faculty panelists. Only one pitch per person. Must be present at the colloquium to win. To enter, email your idea in advance of the colloquium to

sustainability@usf.edu

3) FEBRUARY 4, 2011 (1:00 PM), Threshold 3: Energy (fossil fuels, renewable energy, green building) Yogi Goswami, Department of Chemical and Biomedical Engineering Daniel Yeh, Department of Civil and Environmental Engineering

4) APRIL 8, 2011 (1:00 PM), Threshold 4: Climate (stratospheric ozone depletion, ocean acidification, atmospheric aerosol loading) Amy Stuart, Department of Environmental and Occupational Health

The website URL where information about the theme is available:

<http://patel.usf.edu/patel-center/patel-grand-challenge/patel-grand-challenge-faq/>

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

The model room is located in the Green LLC (Living Learning Community) in the Maple B residence hall and maintains facilities for recycling and composting, features a low flow shower head and a shower timer, and displays information on how to reduce energy and water consumption.

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

<http://patel.usf.edu/news/article/eco-friendly-living-in-the-residence-halls>

A brief description of sustainability-focused student employment opportunities:

The Office of Sustainability has student fellows and student scholars program that attracts students who are interested in participating in activities related to the work of the Office of Sustainability.

Sustainability Fellows Program

In collaboration with the Office of the Provost, the Office of Sustainability is pleased to announce the Sustainability Fellows Program. This service-learning program provides talented USF graduate students with the opportunity to work closely with the Office of Sustainability staff to make USF a Green University. Sustainability Fellows will serve as 0.25 FTE Graduate Research Assistants, working 10 hours per week to help coordinate sustainability activities on campus, educational and community-based initiatives on sustainability, and other tasks integral to the mission of the Office of Sustainability. Two Sustainability Fellows will be selected each semester. Reappointment for a second semester is contingent upon satisfactory performance of assigned duties. Each fellow will receive a stipend of \$3750 (for Ph.D. students) or \$2500 (for MA students) per semester along with the rights afforded to graduate assistants as outlined in the USF/BOT-UFF/GAU Collective Bargaining Agreement. Questions and applications should be directed to

sustainability@usf.edu

. Applications, consisting of a letter of interest and a resume, must be received via email by July 1 for the fall semester program or December 1 for the spring semester program.

Sustainability Scholars Program

In collaboration with the Office of Undergraduate Research, the Office of Sustainability is pleased to announce the Sustainability Scholars Program. This service-learning program provides talented USF undergraduate students with the opportunity to work closely with the Office of Sustainability staff to make USF a Green University. Sustainability Scholars will work collaboratively with stakeholder groups on a range of sustainability projects on campus, examining and assessing coupled social, economic, and environmental practices that promote or impede sustainability. The greater goal of the research effort is to help the USF community become a cleaner, greener place to live and work. Throughout the experience, Scholars will learn how to construct and implement a formal research design, receive training in research ethics and relevant methods for data collection and analysis, and use their results to help create and evaluate policies and programs for sustainability initiatives at USF. Two Sustainability Scholars will be selected each fall and spring semester. Each scholar will be awarded \$1000 (applied to their OASIS account) and will receive up to three credit hours of mentored 'Undergraduate Research' (IDH 4910). The time commitment for this program is roughly 10 hours per week for one semester. Questions and applications should be directed to

sustainability@usf.edu

. Applications, consisting of a letter of interest and a resume, must be received via email by July 1 for the fall semester program or December 1 for the spring semester program.

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

<http://psgs.usf.edu/usf-office-of-sustainability/programs/>

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

N/A

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

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

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

Outreach Materials and Publications

Responsible Party

Kebreab Ghebremichael
 Director
 Office of Sustainability

Criteria

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

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

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

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

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

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

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

A brief description of the central sustainability website:

Office of Sustainability website - The Office of Sustainability coordinates and builds partnerships for university-wide initiatives that advance the University of South Florida's strategic goal of creating a sustainable campus environment.

To accomplish this mission, we actively support faculty, staff, students, alumni, and neighborhood partners in their efforts to transform the University of South Florida into a 'Green University', where decisions —structural and routine—consider both individual and collective impacts to our campus, community, economy, and environment. As citizen-scholar activists, we share a sustainability ethic that promotes conserving resources, reducing waste, recycling, reusing materials, finding new sources of clean energy, increasing energy

efficiency, and diminishing life-cycle impacts and our consumption of greenhouse gas producing materials. We engage in this ethic of stewardship to guide the development and implementation of programs, policies, and other courses of action in the operation and management of the University of South Florida system as well as its institutional teaching, research, and service commitments.

The website URL for the central sustainability website:

<http://patel.usf.edu/office-of-sustainability>

A brief description of the sustainability newsletter:

- 1) The Office of Sustainability website features a page where recent news related to sustainability are published.
- 2) The Patel College of Global Sustainability disseminates a monthly electronic newsletter nationally and internationally.
- 3) The Office of Sustainability maintains an active listserv for the campus and community, as well as active Facebook, Twitter, YouTube, and iTunes sites/pages/channels.

The website URL for the sustainability newsletter:

<http://patel.usf.edu/news/category/office>

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:

- 1) The USF College of Global Sustainability website features information on the school, programs, global partners, current students, and the MA Program Portal that allows students to connect with fellow program participants and access lectures and other useful tools.
- 2) The Office of Sustainability website features a page highlighting student research on the topic of sustainability and efforts by students to promote sustainability on campus and beyond.

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

<http://patel.usf.edu/>

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

Signage for all new features funded by the Student Green Energy Fund are being implemented campus wide. All LEED accredited buildings on campus maintain ample signage to highlight green building features.

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

http://psgs.usf.edu/about_patel_school_of_global_sustainability/building-and-location/

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

Dining Services has a "Make Your Mark" flyer outlining the various sustainable efforts of dining services on campus, which include trayless dining, the collection of used cooking oil for conversion to biodiesel fuel, locally sourced food options and reusable to-go containers which can be obtained with a refundable deposit.

Similar flyers and brochures are regularly printed and distributed.

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

<http://www.campusdish.com/en-US/CSS/UnivSouthFlorida/Sustainability/USFSustainaBullEfforts.htm>

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:

1) In collaboration with the MPO's Livable Roadways Committee in celebrating non-motorized ways to get around supported a Bike Week Tour with USF President Genshaft. This highlighted the safety tips with the next generation using these Interactive Tools:

- Interactive Tools Overview
- Planning Information Map App (PIMA)
- Land Use Map Viewer
- Land Use Code Description
- Public Notification
- Bicycle Suitability Map
- Traffic Conditions
- Traffic Counts
- Transportation Improvement Program

2) Students from the Green LLC are given a green tour of campus during new student orientation. The guide, a faculty member, speaks about the development of sustainability initiatives on campus, shows examples of sustainability related projects, and has them visit the Office of Sustainability, the center for urban transportation, and the botanical gardens. Overall the tour takes about 1.5 hours.

The website URL of the sustainability walking map or tour:

<http://www.planhillsborough.org/usf-bulls-walk-bike-week-sept-9th-13th/>
STARS Reporting Tool | AASHE

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

USF students may select from:

- Bull Runner
- Carpool Program
- HART Route Information
- Tampa Bay Ride Share
- Hart- plan your route
- HART U-Pass
- Assessing the costs of commuting
- Emergency Ride Home (ERH)
- Daily fuel prices report
- WeCar
- Red Coach
- USF WeCar Membership Sign-up
- Zimride

FOR EXAMPLE:

1) U-Pass allows USF students to Ride FREE on HART by showing a new valid USF ID to ride HART Local, Limited Express and Flex routes FREE.* And it isn't just students who are in on the deal. USF faculty and staff pay just 25¢ with their new valid USF ID card.

Please see:

http://www.gohart.org/ride_guide/usf/usf-upass.html

which links directly to the campus Bull Runner:

http://usfweb2.usf.edu/parking_services/bullrunner.asp

2) The Center for Urban Transportation Research (CUTR), established in 1988, has become recognized nationally and serves as an important resource for policymakers, transportation professionals, the education system, and the public. With emphasis on developing innovative, implementable solutions to transportation problems, CUTR provides high quality, objective transportation expertise in the form of technical support, policy analysis, and research support that translates directly into benefits for its project sponsors. Please see:

<http://www.cutr.usf.edu/index.shtml>

3) The New North Transportation Alliance (NNTA), is a public-private partnership in Northeast Tampa that provides a forum for businesses, local governments, residents, and commuters to address the transportation needs of the area. Our purpose is to improve and expand transportation options for all travelers in the New North area. The website brings together information on a wide variety of transportation programs and news relevant to the area, especially the USF campus. Please see:

<http://www.newnorthalliance.com>

4) Parking and Transportation Services produces a handout outlining the Car Pool Program policy and goals, which center around the need to reduce traffic congestion and improve air quality in and around the campus.

Please see:

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

http://usfweb2.usf.edu/parking_services/transportchoices.asp

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

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

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

The Green LLC brings together students who are interested in sustainability issues and who would like to participate in a variety of green campus projects. Nineteen students volunteered to live in the Green LLC this last year, opting for an eco-conscious stay while studying at USF. 2011 marks the third year that the Green LLC has been operating and it is thriving now more than ever.

“The second year, and this year, the students are more engaged and want to be involved with some green projects and issues on campus.” said Elizabeth Kaplon the Program Director, Housing & Residential Education.

According to Kaplon, "about 40-50% of the Green LLC residents are Environmental Science majors and almost all of them had participated in some green causes in high school or in their community prior to coming to college."

To assist students in their efforts, the housing staff staged an eco-friendly room that showed students how to make eco-conscious choices about the items they placed in their dorms. Please see:

<http://patel.usf.edu/news/article/eco-friendly-living-in-the-residence-halls>

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

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

<http://www.housing.usf.edu/experience/llc/green/>

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 Patel College of Global Sustainability provides regular news through multiple Social Media outlets including:

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

<https://twitter.com/USFPCGS>

<http://www.youtube.com/user/psgsusf>

<http://patel.usf.edu/includes/rss-feed>

<http://www.flickr.com/photos/psgsusf/sets/>

<https://itunes.apple.com/itunes-u/ideas-usf/id410295216>

As a member of the Florida Climate Institute (FCI), PCGS hosts the FCI-USF website and publishes a monthly newsletter on climate issues, adaptation and mitigation aspects. Please see:

<https://floridaclimateinstitute.org/about>

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

<http://patel.usf.edu/news>

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

The Facilities, Planning, and Construction website lists and provides links to numerous related sustainability reports and efforts.

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

<http://usfweb2.usf.edu/FacilitiesPlan/FPC/SACS/sustainhome.html>

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

Yes

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

The Physical Plant website outlines the Physical Plant Sustainability and Energy Conservation initiatives, including recycling, energy and water conservation, and stormwater pollution prevention.

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

<http://www.pplant.usf.edu/index.php/additional-information/sustainability-initiatives>

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

Yes

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

Metal-Organic Materials, MOMs, have captured the imagination of researchers around the world, because they are uniquely suited to provide solutions to problems that impact the sustainability of our society in areas ranging from energy (hydrogen storage materials, solar energy platforms, thermoelectric platforms) to human health (diagnostics and treatment) to the environment (chemical and biological threat detection and remediation).

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

<http://chemistry.usf.edu/smmartt/>

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

Yes

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

Moving Ahead for Progress in the 21st Century Act (MAP-21) places emphasis upon results and better management of programs for effective and efficient service delivery. With an increased focus on measuring performance, the transportation demand management (TDM) industry lags other areas of transportation. Without consistent methods of evaluating performance and calculating those benefits, the TDM community is at a distinct disadvantage when transportation investments are being considered at the local, state, and federal levels.

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

<http://www.nctr.usf.edu/category/news-events/>

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

Yes

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

The USF Botanical Gardens Website contains urban sustainability information, such as environmentally friendly mulch and best plants for wildlife in Florida pamphlets.

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

<http://gardens.usf.edu/>

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

Yes

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

A newsletter is produced by the Clean Energy Research Center, where fundamental investigations into new environmentally clean energy sources and systems (hydrogen, fuel cells, solar energy conversion and biomass utilization) meet the needs of power and energy producers and the transportation sector through multi-disciplinary research, technical and infrastructure development and information transfer.

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

<http://cerc.eng.usf.edu/>

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

Yes

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

The USF Center for Entrepreneurship is a nationally-ranked, multidisciplinary, campus-wide center focusing on entrepreneurial education, training, and research. By using innovative, interdisciplinary approaches, the center provides opportunities for graduate students in the fields of business, engineering, health sciences, and sustainability through the Master of Science in Entrepreneurship and other graduate programs.

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

[STARS Reporting Tool | AASHE](#)

<http://entrepreneurship.usf.edu/>

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

Yes

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

The College of Arts and Sciences is the intellectual heart of the University of South Florida. We are a community of teachers and scholars united in the belief that broadly educated people are the basis of a just, free and prosperous society. By focusing on the big questions facing all of humanity, we prepare students for successful personal and professional lives. By conducting innovative, interdisciplinary research and scholarship, we advance knowledge in ways that prepare us to address vexing social problems and enhance quality of life for people and communities.

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

<http://www.cas.usf.edu/news/>

Outreach Campaign

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

Yes

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

No

The name of the campaign (1st campaign):

1)Student Green Energy Fund, 2)Student Environmental Association, 3)Engineers Without Borders

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

1) The Student Green Energy Fund is a nominal student fee (0.58 percent undergraduate resident per credit hour, 0.27 percent graduate resident per credit hour) that is used to assist the University of South Florida in conserving energy, reducing energy costs, lowering greenhouse gas emissions, and promoting renewable energy technologies. It invited students, staff and faculty to propose innovative sustainable ideas that can be implemented on campus. Proposals for sustainable ideas are accepted and funded in two cycles each year. Please see:

<http://news.usf.edu/article/templates/?a=5609>

2) Student Environmental Association (SEA), a student group on campus, ran the 6th Annual Greenstock and the The Game Day Challenge is a friendly competition for colleges and universities to promote waste reduction at their football games. Please see Sign up on October 24, 2013 and officers at event photo October 26, 2013.:

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

3) Engineers Without Borders of USF Run for Water 5k: The proceeds from the event went toward the current project of developing and constructing a system that will finally provide the people of Miches in the Dominican Republic with potable drinking water: Please see:

<http://studentorgs.usf.edu/ewb/wordpress/index.php/run-for-water-5k/>

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

1) The Student Green Energy Fund and other initiatives are moving USF toward the goal of being carbon neutral. The office of sustainability reaches out to all students, faculty and staff through various media outlets to submit innovative ideas for sustainable practices in campus. Over the last 3 years, more than 50 proposals were submitted and 17 projects were funded worth US\$ 2.0 million. Some examples:

- a) A smart bike sharing program proposed by student and faculty team got a funding of about US\$ 350,000.
- b) Smart parking guidance system that is supported by mobile app was awarded another US\$ 500,000.
- c) A proposal from Housing and Residential Services was awarded \$12,340 to install lighting controls.
- d) A \$50,000 project to reduce electricity consumption will use “state-of-the-art methods” to manage desktop computers on campus submitted by students and a faculty member in the Department of Computer Sciences.
- e) Upgrades to Juniper-Poplar Hall’s heating, ventilation and cooling system, requested by Physical Plant.
- f) The campus has installed more than 60 water bottle refill stations for efficient filling and reuse of water bottles.
- g) More than 60 water bottle refill stations have been funded.

Please see:

<http://psgs.usf.edu/usf-office-of-sustainability/green-energy-fund/sgef-funded-projects/>

2) SEA is an active student organization at the University of South Florida in Tampa engaged in volunteer activities, educate the community and our members about the environment and related issues, and work towards making USF more environmentally-friendly. Please see Thursday, November 21, 2013 at 11:00am with 504 other guests:

<https://www.facebook.com/seausf/events>

3) Engineers Without Borders assessment trip to the Dominican Republic was a success! The Miramar neighborhood association accepted our proposal to construct a pilot rainwater catchment system. We will be building it on their community building which has a horizontal catchment area of about 32 sq meters.

<http://studentorgs.usf.edu/ewb/wordpress/>

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

<http://patel.usf.edu/usf-office-of-sustainability/green-energy-fund/>

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

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

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

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

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

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

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

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

Yes

Total number of employees:

15,684

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

Academy for Teaching and Learning Excellence

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

7,399

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

Academy for Teaching and Learning Excellence (ATLE) offers a variety of resources that support instructional personnel on the USF Tampa campus. For ideas on how to adjust, innovate, and expand your teaching horizons, visit the links to the left, which include:

- Assessment: ideas for optimizing your assessment strategies including, test construction and grading methods
- Classroom Management: strategies and policies to help you cultivate and maintain productive classroom environments
- Course Design: ideas for jump-starting a course redesign that matches your skills and comfort level
- Resource Library: readings available for check-out in the ATLE library that can help you improve your teaching
- Scholarship of Teaching and Learning (SoTL): resources to help you design and interpret SoTL research and find journals for publishing
- Syllabus: information to help you build or refine your course syllabi, including a USF-specific template
- Teaching Methods: collection of special pedagogies you may wish to consider including interactive techniques, experiential/service-learning, team-based learning, and inquiry learning
- Teaching Topics: variety of issues related to teaching including diversity, sustainability, and globalization in curriculum

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

Teaching Methods including a great variety of techniques:

Experiential/Service-Learning

Inquiry-Based Learning

Interactive Techniques

Problem-Based Learning

Teaching Online

Team-Based Learning

Visual Thinking Strategies

Active Learning, for example:

The umbrella term active learning encompasses many different types of classroom activity, including problem-based learning, project-based learning, team-based learning, and inquiry methods of instruction. Often these can be thought of as mirror images of traditional instruction. Where lecture provides an argument laid out using deductive reasoning, active learning methods frequently rely on inductive reasoning — students are provided with an initial problem, for instance, and they work backwards through the problem to discover first principles.

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

These are freely available to all USF staff and faculty

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

<http://www.usf.edu/atle/teaching/index.aspx>

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

Diversity and Equal Opportunity Awareness and Training Programs

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

15,684

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

The Diversity and Equal Opportunity Office (DEO) provides effective leadership to ensure that diversity and equal opportunity are a thriving part of the fabric of the University of South Florida. All members of the USF campus are invited to attend awareness and training programs as well as numerous events throughout the year hosted by the office.

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

The DEO office is supported by 9 full-time, qualified staff members trained by the university.

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

USF provides a salary to DEO office staff members, training, and a budget that allows the office to host the awareness and training program along with other events on campus open to all faculty, staff, and students.

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

<http://usfweb2.usf.edu/eoa/training.asp>

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

Academy for Teaching and Learning Excellence (ATLE)

Number of employees served by all other programs:

15,684

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

"ATLE is one of the central support units on campus and maintains strategic partnerships with several other critical university offices including:

eTG
Faculty Senate
Information Technology
Community Engagement
Undergraduate Research
Innovative Education
USF Library
USF World

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

All staff are hired and trained through the normal USF procedures.

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

all these programs are free to faculty and staff

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

<http://www.usf.edu/atle/>

Employee Orientation

Responsible Party

Sharreen Boone

Director

Benefits and Payroll

Criteria

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

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

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

100

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

Sustainability efforts are addressed at USF in our new employee orientation called Welcome to USF. While reviewing USF's Culture of Excellence, we list examples of Engagement, Achievement, Discovery, & Collaboration. We point out the achievements and discovery in the areas of solar power and electric cars, and other green technology. In addition, we point out the many ways to commute to work and around the campus with ride sharing, the Bull Runner, and the WeCar.

We also cover these items in the opening PowerPoint presentation for 500 new employees a year:

- Patel College of Global Sustainability offers a dual master's degree in sustainability and green technology, hosted a UN global meeting, is part of the UN-Habitat Partner University Initiative, and USF was the first North American university to join that initiative.
- We mention that USF ranked 12th on Sierra magazines "America's coolest schools" list in 2012 for advances in sustainability in research and education, USF has a gold rating for building an environmentally-conscious campus, and USF has an NSF grant to turn wastewater in usable water.
- We cover the CUTR (Center for Urban Transportation Research) and car-sharing initiatives including We-car, Zimride, the Bull Runner and U-pass with Hart.
- We point out the new Interdisciplinary Sciences building (ISA), which is LEED certified, as is the Patel center.
- A campus tour points out Bull Runner stops, the Patel Center and CUTR among other places.

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

<http://usfweb2.usf.edu/human-resources/audience/new-employee.asp>

Staff Professional Development

Responsible Party

Sharreen Boone

Director

Benefits and Payroll

Criteria

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

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

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

The following training opportunities are not sufficient for this credit:

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

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

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

Yes

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

A healthy work-life balance does more than improve the productivity and satisfaction of employees; it positively impacts the overall well-being of employees and their families. USF recognizes the importance of a good work-life balance and offers a wide variety of on and off-campus activities and services to promote a healthy work-life balance. This includes:

- Learning Opportunities such as
- University College
- Employee Tuition Program
- Libraries
- HR Organizational Development

Employee Relations (ER) provides education, training, mentoring and guidance to individual employees, supervisors, managers and administrators to address questions and workplace issues for non-Faculty employees.

ER Consultants work with managers and individual employees on effective employee-manager communications and provide individual coaching to improve employee performance and resolve conflicts and problems before the point of formal corrective action and grievance.

ER Consultants advise on and interpret university policies, procedures, regulations, labor contracts, and key state statutes and federal laws. For more information please see:

<http://usfweb2.usf.edu/human-resources/employee-relations/>

The Diversity and Equal Opportunity Office invites all USF personnel to register for Diversity Education Seminars with no fee.

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

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

<http://usfweb2.usf.edu/human-resources/benefits/work-life.asp>

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

Kebreab Ghebremichael
 Director
 Office of Sustainability

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<p>A. Supportive</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education) • <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing • <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement • <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
<p>B. Collaborative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood) • <i>Duration:</i> May be time-limited, multi-year, or ongoing • <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support • <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

C.Transformative

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

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

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

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

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

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

Yes

A brief description of the institution’s supportive sustainability partnership(s) with the local community:

The Office of Sustainability Partners with USF Athletics to Kick Off “Fields of Green” Soccer

The Office of Sustainability (OOS), housed within the Patel College of Global Sustainability, is partnering with USF Athletics to sponsor “Fields of Green” themed USF soccer matches. The premise of the “Fields of Green” matches is to collaborate with Athletics to promote sustainable practices at athletic events on campus.

This year, two soccer matches were selected:

USF Men’s Soccer - October 1st at USF Corbett Stadium

USF Women’s Soccer - October 5th at USF Corbett Stadium

As part of the event, the OOS is asking students to bring their electronic waste (e-waste) to recycle before each match. The first 50 participants to turn in their e-waste will receive an organic cotton t-shirt. Urban E Waste, a local Tampa company, will be on hand with a hard drive crusher to dispose of any sensitive electronic data.

During half-time, a three-legged recycling race will be held on the field to promote recycling. To sign up for the three-legged race, please visit the marketing desk during the soccer game.

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

Yes

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

The Global Sustainability Partnership is a one-of-a-kind collaboration between the University of South Florida Patel College of Global Sustainability and Hillsborough County Public Schools.

Working with the myriad of researchers, teachers, faculty and experts of the multiple organizations, the Global Sustainability Partnership provides unique and rigorous problem-based learning opportunities for the students of our local communities.

Upcycled Sustainable Flowers

Upcycled sustainable flowers created by

Young Middle Magnet School students.

What we do:

Create lesson plans based on teacher needs and the expertise of the USF Patel College

Coordinate guest speakers

Facilitate a mentorship program with USF students

Organize field trips

Organize and lead teacher workshops

Host special science events and innovation fairs

Create case studies based on USF research

Emphasize the importance of sustainable development

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

Yes

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

The Tampa Bay Clean Cities Coalition is a membership based organization created to coordinate and promote the use of non-traditional and cleaner energy for transportation in the Tampa Bay Region. The Coalition works in concert with, and supports, the U.S. Department of Energy’s Energy Efficiency and Renewable Energy Vehicle Technology Program - Clean Cities. The Coalition’s geographical reach currently includes the counties of Hillsborough, Manatee, Pasco, Pinellas, Polk and Sarasota. The Coalition’s actions assist in promoting national advances in the energy, economic and environmental security.

Resilient Tampa Bay 2011: A Knowledge Exchange with Dutch Experts was hosted by the University of South Florida's Patel Center for Global Solutions in Tampa, Florida, on February 21-23, 2011. The three-day workshop was organized in collaboration with local, regional, state, and international entities. More than 150 attendees heard from Dutch and local water experts on resiliency issues relating to Tampa Bay, particularly on urban flooding, storm surge, and sea level rise. Additionally, key stakeholders formed four geo-focal teams to identify vulnerabilities and to make recommendations on resiliency strategies for four defined locations: Tampa Bay, City of Tampa, City of St. Petersburg, and Gulf Beach Communities. Please see

<http://sgs.usf.edu/rtb/index.php>

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

Patel College Strengthens Ties with Malawi Human Rights Advocate

Reverend MacDonald Sembereka, a human rights activist for more than 20 years, is the executive director of the faith-based organization Malawi Network of Religious Leaders Living with HIV/AIDS (MANERELA+) and former advisor to Malawi President Joyce Banda.

MANERELA+ works to address issues of poverty, HIV/AIDS, and social justice. By opening dialogues with “gate keepers” such as religious, political and community leaders, MANERELA+’s overall purpose is to reduce stigma, silence, denial, discrimination, inaction and miss-action in Malawi.

Rev. Sembereka returned to the University of South Florida for the fourth time in order to strengthen ties between the PCGS and Malawi. As part of his partnership with PCGS, Rev. Sembereka supervises Patel College M.A. students interning in Malawi. Over the past two years, his organization hosted six students completing their summer internships on sustainable tourism and water projects in the landlocked African country.

“One of my major interests is to ensure we grow a long lasting partnership between PCGS and Malawi,” explained Rev. Sembereka. “Malawi having a growing tourism industry, and the Patel College having a global tourism concentration is critical. We can tap the expertise and learn a lot about water management and development.”

The website URL where information about sustainability partnerships is available:

<http://patel.usf.edu/news/article/tampa-bay-clean-cities-coalition-members-create-strategic-plan>

Inter-Campus Collaboration

Responsible Party

Kebreab Ghebremichael
Director
Office of Sustainability

Criteria

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

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

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

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

Yes

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

USF Collaborates with a great number of other learning institutions (See below).

USF has produced a video and PPT presentations of the student green energy funded projects, it developed brochures on sustainability efforts and materials for awareness raising among students. It shares its Climate Action Plan.

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:

Educational Alliance for Sustainability Florida (EASF), Hillsborough Community College, Earth Day event (EcoFest), DC Greens, Tampa Bay Clean Cities Coalition, Center for Leadership and Civic Engagement, The U.N. World Tourism Organization (UNWTO), Mote Marine Lab, Anna Maria Island, Florida Energy Systems Consortium (FESC), TiE Global, University of Florida Institute of Food and Agricultural Sciences (UF- IFAS), U.S. Forest Service,

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

Collaborations with other learning institutions:

USF is a member of Educational Alliance for Sustainability Florida (EASF) which brings together public and private post-secondary institutions across Florida to serve as a hub, sharing best practices, student engagement and building sustainability related curricula.

Conference calls held monthly, annual conference held at member universities and colleges. In the past few years several meetings were

held within Florida and during AASHE conferences.

<http://sustainableflorida.org/educational-alliance/>

USF Participates and presents at the Hillsborough Community College Campus Sustainability day, that brought sustainability student organizations and community resources throughout Tampa Bay together to move towards sustainable ideas into action by achieving common goals.

<http://www.aashe.org/campus-sustainability-day/activities/campus-sustainability-day-2013-resili>

[ent-campuses-and-communiti](#)

USF has a collaborative partnership with Learning Gate Community School (LG) School in Lutz Florida. USF and LG will partner for the region's largest Earth Day event, which will feature over 100 exhibitors, workshops and guest speakers focusing on sustainability and environmental stewardship.

<http://learninggate.org/ecofest>

USF professors, in partnership with LG has built and field test a pilot version of a anaerobic biodigester, which takes food waste and produces renewable energy. This project has had a great impact on students and their learning opportunities.

<http://www.baynews9.com/content/news/baynews9/news/article.html/content/news/articles/bn9/2013/>

[4/29/school_leftovers_don.html](#)

<http://www.wfla.com/story/23388468/new-uses-for-non-compostable-food>

Faculty affiliated with the College of Global Sustainability maintain active research and outreach projects with colleagues at other colleges and universities at local, regional, state, national, and international levels. The Office of Sustainability has worked with Sustainable Florida (Collins Center), which organizes university sustainability in the state of Florida, to host the 2009 Campus and Community Sustainability Conference and EXPO. The Director has been invited to provide a keynote address at Florida A&M University.

On May 12 and 13, 2014 the Patel College's Sustainable Energy group participated in the Energy Workshop organized by the Florida Energy Systems Consortium (FESC) in Gainesville, FL. The workshop showcased renewable energy research taking place throughout Florida in a variety of energy sectors, including biofuels, biomass, algae, solar energy, ocean energy, energy efficiency, smart grid, storage, education and policy.

Faculty from the College of Global Sustainability made several presentations on : “Renewable Energy Education Program at USF’s Patel College of Global Sustainability”, “Floating Cultivation System for Low-Cost Production of Algae”, and “Biodiesel Production from Waste Oils using Non Catalytic Supercritical Alcohols.” (

<http://psgs.usf.edu/news/article/patel-college-presents-at-floridas-energy-workshop1>

)

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

<http://learninggate.org/ecofest>

Continuing Education

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

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

Part 2

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

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

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

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

Yes

Number of continuing education courses offered that address sustainability:

51

Total number of continuing education courses offered:

467

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:

1. Biofuel Production Operations-

Building Analyst Quick Start- Establish and maintain a green procurement strategy Identify corporate social responsibility strategies to meet organizational needs

Develop and use Green Supply Practices (GSP)

Select and use a variety of environmental accounting methods effectively

Improve operational sustainability by applying green strategies to the logistics and supply chain

Align supply chain operations and business strategies to meet sustainability objectives

2. Certified Green Supply Chain Professional- Overview

The Certified Green Supply Chain Professional Online Training Program will give you the specialized knowledge to enable a company to achieve its environmental sustainability goals through global sourcing, materials management, procurement and buying, transportation and logistics, and new product development.

Objectives

Upon successful completion of this program, you'll be able to:

Establish and maintain a green procurement strategy

Identify corporate social responsibility strategies to meet organizational needs

Develop and use Green Supply Practices (GSP)

Select and use a variety of environmental accounting methods effectively

Improve operational sustainability by applying green strategies to the logistics and supply chain

Align supply chain operations and business strategies to meet sustainability objectives

3. Certified Indoor Air Quality Manager- Overview

Are you a facility manager, building engineer, or health and safety officer who wants to improve the indoor air quality of your building?

Are you properly prepared to handle air quality complaints? Common mistakes can turn a small grievance into a wildfire of speculation and accusation.

4. In this Certified Indoor Air Quality Manager Online Training and Certification Program, you'll learn how to diagnose, resolve, and prevent indoor air quality (IAQ) complaints. You'll also establish a comprehensive IAQ plan specific to your buildings.

Objectives

Upon successful completion of this program, you'll be able to:

Develop a comprehensive IAQ management plan

Establish a system to manage IAQ complaints

Create an IAQ Profile for your buildings

Identify conditions that lead to IAQ problems

Solve simple IAQ problems in-house

Prevent IAQ problems

5. Certified Indoor Environmentalist Prep- Overview

Would you like to become a Certified Indoor Environmentalist (CIE)? This designation demonstrates that you understand how to create healthy homes and buildings by preventing, diagnosing, and resolving indoor environmental problems. This online program prepares you to pass the CIE examination through a series of video lectures on exam topics such as contaminants, health effects, building science, HVAC, equipment, assessments, mold remediation, and industry standards and guidelines. The course also covers practice questions in detail and provides a practice examination to ensure you succeed at becoming a Certified Indoor Environmentalist.

Objectives

Upon successful completion of this program, you'll be able to do the following:

Pass the ACAC's Certified Indoor Environmentalist examination
Understand the concepts contained in the CIE Required Body of Knowledge
Demonstrate the ACAC Required skills related to the following:

IAQ Contaminants and Health Effects

The Built Environment

HVAC

Equipment and assessments

Guidelines, Regulations, and Standards

6. Remediation Natural Gas Plant Operations- Overview

The Natural Gas Plant Operations Online Training Program provides you with the knowledge and skills you'll need to begin an exciting career in natural gas plant operations. Natural gas has two things going for it. First, it provides clean energy. Second, it's plentiful in the United States. For decades to come, natural gas will be produced and consumed in the United States, creating ongoing demand for natural gas plant operators.

For people who want to enter this field, it's difficult to find suitable training to become an entry-level worker. This online program provides the fundamental technical background you need to get started in this field. This online certificate program is offered in partnership with major colleges, universities, and other accredited education providers.

Objectives

Upon successful completion of this program, you'll be able to:

- Describe basic math, physics, and chemistry knowledge necessary for a gas plant operator
- Understand safety as it relates to gas plant production
- Describe basic elements of electricity
- Read technical process drawings
- Describe basic operational elements of lubrication and centrifugal pumps
- Understand how natural gas is found in nature and how gas wells are developed
- Describe how natural gas compression and refrigeration systems work
- Determine various methods used to purify natural gas

7. Performing Comprehensive Building Assessments- Overview

The Performing Comprehensive Building Assessments (PCBA) Online Training Program will give you a thorough understanding of the building assessment process. This intermediate program focuses on the skills you need to professionally conduct visual building inspections, perform diagnostic testing, determine residential building improvement opportunities, document a home's performance, prioritize improvements, and prepare a work scope that will guide the homeowner's decision-making process for making the improvements.

Objectives

Upon successful completion of this program, you'll be able to:

- Use your senses and technology to assess, gather, and organize data for building analysis
- Employ a standardized approach to assessments and diagnostic evaluations of a building
- Describe the operation and installation of a blower door and interpret the blower door test results
- Demonstrate understanding of combustion testing, instruments used, and analysis made from the data
- Determine duct system status using a duct blaster
- Develop and present a work scope with prioritized recommendations for customers Principles of Green Buildings-

8. Senior Certified Sustainability Professional- Overview

The Senior Certified Sustainability Professional Online Training Program will prepare you for an exciting career as a leader in the green-collar economy. As a certified sustainability professional, you'll be responsible for setting the course and coordinating an enterprise's sustainability strategy. Millions of new jobs in this rapidly growing sector will be available to people who set themselves apart from the crowd by earning the professional credentials and skills they need to lead sustainable business practices.

Objectives

Upon successful completion of this program, you'll be able to:

- Establish and maintain a green procurement strategy
- Apply the principles of environmentally preferred purchasing, design for environment, eco-control systems, and sustainable business practices
- Identify corporate social responsibility strategies to meet organizational needs
- Develop and use Environmental Management System (EMS) practices
- Select and effectively use a variety of environmental accounting methods
- Improve product positioning using the green marketing-mix principles
- Organize and sequence carbon strategies using the World Resource Institute protocol
- Improve operational sustainability through greening the logistics and supply chain
- Plan continued organizational sustainability strategies as an internal or external consultant

9. Solar Power Professional- Overview

In this online program, you'll learn the fundamentals of photovoltaic "PV" solar powered energy systems, gaining the knowledge you'll need for an entry level position with a dealer, installer, or other photovoltaic industry company.

Objectives

Upon completion of this program you'll be able to:

- Describe the history of PV technology and industry
- Describe markets and applications for PV
- Describe types of PV systems and their features and benefits.
- Demonstrate an understanding of electrical and solar terminology
- Identify safety hazards, practices, and protective equipment used during PV system installation and maintenance
- Define basic electrical terms
- Describe the use of a digital multi-meter
- Calculate simple circuit values
- Define basic solar terms
- Describe basic solar movement and effect of earth tilt
- Predict solar position using solar path diagrams
- Describe angular effects on the irradiance of solar array
- Identify factors that reduce or enhance solar irradiation
- Explain how solar cells convert sunlight into electric power
- Label key points on an IV curve
- Illustrate effect of series and parallel connections on IV curve
- Define measurement conditions for solar cells and modules

10. Wind Energy Professional- Overview

Wind energy companies are growing exponentially to meet America's demand for clean, renewable, domestic energy. This entry-level Wind Energy Professional Online Training Program prepares you for a career in the wind energy industry. This online certificate program is offered in partnership with major colleges, universities, and other accredited education providers.

Objectives

Upon successful completion of this program, you'll be able to:

- Describe the evolution of wind turbine technology
- Discuss air flow characteristics and blade efficiencies
- Assess human resources and business planning policies, procedures, and processes
- Explain contract management, fulfillment, and liability to the landowner and manufacturer

- Discuss wind business policies and procedures
- Explain atomic structure and basic values such as voltage, current, resistance, and power
- Summarize the principles of magnetism
- Utilize electrical measuring instruments
- Display competence in principles and operation of basic hydraulic systems
- Interpret schematics and troubleshoot both open- and closed-center hydraulic systems

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:

USF offers a very popular certificate in “Water, Health, and Sustainability,” and the College of Global Sustainability is developing more focused certificates in sustainable business practices, renewable energy, sustainable tourism, the designed and built environments, and other sustainability topics (please see

<http://www.gradcerts.usf.edu>

). USF also offers a range of sustainability related certificates including Environmental Policy and Management, Environmental Health, Environmental Education, Community Development, and Human Rights.

Year the certificate program was created:

2,009

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

<http://gradcerts.usf.edu/certificates.asp>

Community Service

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Number of students engaged in community service:

14,309

Total number of students :

26,765

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:

277,925.30

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

Yes

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

USF provides students with a co-curricular transcript, an official document that records verifiable community service achievements. In addition, the USF Office of Community Engagement ([STARS Reporting Tool](#) | [AASHE](#))

<http://usfweb3.usf.edu/Engagement>

) actively promotes service-learning programs and courses (

<http://usfweb3.usf.edu/Engagement/Resources/index.aspx>

) by offering grants to instructors for course development. Courses that are developed with a sustainability theme also receive financial support from the Office of Sustainability (

<http://psgs.usf.edu/office-of-sustainability/>

). The Office of Community Engagement is currently working with the USF Center for Leadership and Civic Engagement (

<http://www.leadandserve.usf.edu/>

) on ways to acknowledge service-learning in other venues, including faculty tenure and promotion. The Center for Leadership and Civic Engagement also offers students various service opportunities including a spring break service-immersion trip focused on sustainability efforts.

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

Yes

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

USF offers many opportunities to get involved and give back to the community. The Division of Human Resources is actively involved in the three listed below. We invite you to join us in supporting these outstanding causes.

American Heart Association Tampa Bay Heart Walk

The American Heart Association's Tampa Bay Heart Walk raises funding each year to support education and research for fighting heart disease and stroke. The annual event is typically held the first Saturday of each November and is the Tampa Bay area's largest walking event, with hundreds of members of the USF community participating each year. In 2011, USF's participation raised an astounding \$40,500 for the organization. For more information, visit the Heart Walk website at

www.tampabayheartwalk.org

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USF Faculty Staff Campaign

The Faculty & Staff Campaign for the University of South Florida is a fundraising effort that allows the employees of USF to make a gift to the area of their choice at the university. These gifts stay at USF, and make a lasting impact. Last year, employees gave over \$3,500,000 back to USF. For more information or to make a gift, visit the Faculty Staff Campaign website.

United Way Campaign

USF conducts a United Way campaign on each campus every year. For more information or to make a donation for the Tampa Campus campaign, visit the USF United Way Campaign website. For information on a regional campus campaign, contact your regional campus Human Resources office. Become a Bulls Service Breaks Advisor

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

<http://www.leadandserve.usf.edu/>

Community Stakeholder Engagement

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

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

1) Policies and procedures that ensure community stakeholder engagement is applied systematically and regularly across the institution's activities (e.g. planning and development efforts, capital investment projects, and/or other activities and decisions that affect the broader community)

And

2) Established practices to identify and engage relevant community stakeholders, including any vulnerable or underrepresented groups.

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

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

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

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

Yes

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

Initiated by a steering committee of institutional leaders and complemented by a larger, inclusive group of stakeholders, the draft plan was broadly disseminated for public review and comment.

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

THE COMPACT PLANS will be developed for all vice presidential sectors, including academic affairs/colleges, health/colleges, budget and finance, research, student affairs, advancement, and university campuses. Compacts are short-term, focused planning agreements negotiated between accountable officers (e.g. Deans) and their supervisors (e.g. Provost). They are intended to align broad University goals with the priorities, investments, and actions of campuses and colleges, as well as academic and service units. Compact Plans are the outgrowth of regular and thoughtful engagement with all stakeholders; and they promote shared understanding, decentralized authority and accountability; support institutional values

List of identified community stakeholders:

Community Partners:

African People's Education and Defense Fund (APEDF) is a non-profit organization motivated to strive to develop and institutionalize programs to defend the human and civil rights of the African community, and to address the grave disparities in education, health, healthcare, and economic development faced by the African community. 1245 18th Ave. South #4 St. Petersburg, FL 33705; (727) 821-2437;

office@apedf.org

;

www.apedf.org

All Nations Outreach Center (ANOC) is a group of diverse believers from various races, countries, and denominations who work together to celebrate grace in community to bring others together. ANOC is faithfully committed to good stewardship and integrity in the management of the resources God has provided. 8405 North Eleventh Street Tampa, FL 33604; (813) 931-1252;

anoctampa@aol.com

;

www.anoctampa.com

American Diabetes Association leads the fight against the deadly consequences of diabetes and fight for those affected—by diabetes. Their mission is to prevent and cure diabetes and to improve the lives of all people affected by diabetes. 1701 North Beauregard Street Alexandria, VA 2231; (813) 885-5007

ttaylor@diabetes.org

; (800) 342-2383

AskADA@diabetes.org

;

www.diabetes.org

American Red Cross Founded just three years ago, USF's American Red Cross Club on the Tampa campus club boasts more than 1,100 members and is the university's fastest-growing student organization. They have responded to hundreds of single-family fires in the Tampa Bay area, comforting adults, children and seniors who have been rendered homeless and providing emergency aid in their first hours of need. 202 E Fowler Ave, MSC 4100 Tampa, FL 33620; Radhika Mehrotra (813)785-0452;

USFRedCross@gmail.com

;

www.usfredcross.wordpress.com

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

During the summer of 2013, inspired by anti-poverty community activism in Tampa, a small group of USF faculty along with staff from the Office of Community Engagement and Partnerships (OCEP) began meeting to discuss ways that the University of South Florida could marshal more of its resources to address poverty and inequality in the Tampa Bay region. They asked, What are the challenges involved in poverty research and activism? How do we counter misinformation and misleading stereotypes about poverty? How can the university engage with the community in constructive dialogue about the causes, consequences, and best ways to alleviate poverty? In order to bring multidisciplinary perspectives to bear on these issues, the OCEP organized an on-campus forum that brought together two panels of USF researchers and educators to ponder these questions in the context of their own work studying poverty, inequality, and related problems in the areas of health, housing, employment, criminal justice, and education—the last with a focus on disparities in educational access by low-income children in poorly resourced schools.

In October 2013, Poverty and Inequality: A Forum on Research, Action, and Community Engagement succeeded in bringing together close to 50 USF faculty, staff, and students, in addition to 12 panelists and moderators. They discussed ways to begin a multidisciplinary research-to-action program at USF that engages non-profits, elected officials, public agencies, and community residents, as well as to establish resources for teaching, research, and community partnerships that are evidence-based and reflective of local history and circumstances. After a lively discussion involving panelists and audience, participants spoke of potential future collaborations, including new course construction or the development of action research projects. Many who attended expressed an eagerness to hold an off-campus poverty forum, co-hosted with community partners.

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

<http://www.usf.edu/engagement/special-initiatives/poverty-inequality-and-community-engagement-initiative.aspx>

Participation in Public Policy

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

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

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

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

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

Yes

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

"On November 20, 2013 STATE BOARD OF GOVERNORS Strategic Planning Committee ACTION for the creation of a Florida Center for Cybersecurity at the University of South Florida. Cybersecurity Enhancement Act of 2010 (HR 4061), which passed with unusually strong bipartisan support, authorized "hundreds of millions of dollars for cybersecurity research and education." This appropriation included funding for the National Science Foundation "to increase the size and skills of the cybersecurity workforce" and aimed to increase "research and development, standards development and coordination, and public outreach" in cybersecurity. While two-thirds of the appropriation covered 2010-2014, another \$320 million was designated for continued action after 2014.

Future investments can evolve from the Florida Center for Cybersecurity which is ideal for USF. The University of South Florida is a top-tier global research university dedicated to student success. It is home to the USF Institute for Secure and Innovative Computing (40.1540), which has been preparing graduates to meet cybersecurity workforce needs for many years—with still booming demand. The campus is located in Tampa Bay, one of the largest and fastest-growing metropolitan areas in the U.S, with a population of more than 4.3 million people. It's at the western end of the I-4 High-Tech Corridor and near MacDill Air Force Base. Home to both U.S. Central Command (CENTCOM) and U.S. Special Operations Command (SOCOM), the region is a hotbed for national defense operations as well as for healthcare, technology and financial services"

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://www.flbog.edu/documents_meetings/0184_0752_5480_399%20SPC%20Packet.pdf

Trademark Licensing

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

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

Submission Note:

USF participates in the FLA Licensee Program (

http://www.fairlabor.org/fla_affiliates_c1.html

), is a member of United Students Against Sweatshops (

<http://usas.org>

,

http://www.campusactivism.org/server-new/uploads/Campus_Org_Manual-05.pdf

) and other worker rights organizations.

The university is considering participating in the Designated Suppliers Program (

<http://www.workersrights.org/dsp.asp>

) and formalizing its association with the Worker Rights Consortium (

<http://www.workersrights.org>

). At present, four months of a planned six month long study have been completed on developing a formal purchasing policy that would incorporate some of the directives outline in the Designated Suppliers Program.

"---" 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? :

Yes

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

http://www.fairlabor.org/fla_affiliates_d1.html

Hospital Network

Criteria

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

Yes

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

USF uses Clean Air Cool Plant calculator to estimate equivalent GHG emissions. Data for scope 1 and 2 are based on data generated from Physical plant and other units at the university. Data for scope 3, particularly for travel and commuting are generated based on university wide survey.

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:

n/a

Scope 1 and Scope 2 GHG emissions::

	Performance Year	Baseline Year
Scope 1 GHG emissions from stationary combustion	19,534.90 <i>Metric Tons of CO2 Equivalent</i>	19,488.90 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	800.20 <i>Metric Tons of CO2 Equivalent</i>	2,641.30 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	101,825.70 <i>Metric Tons of CO2 Equivalent</i>	99,065.20 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	1,814 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

From 2011-2013 USF has planted more than 2700 trees on campus in partnership with the City of Tampa and the Hillsborough County Public Schools to offset the GHG emissions. Much of this planting has been completed with the support of student volunteers and organizations. The Greenway has been incrementally developed through the phased implementation of the stormwater management plan, the implementation of related landscape improvements, development of built edges through decisive placement of future buildings along the edges of the Greenway, and completion of circulation routes linking one area of the Greenway to another. These efforts have resulted in linking habitat islands, reducing heat islands, improving students' direct relationship with local flora and fauna, and providing increased opportunities for both active and passive recreation and improved pedestrian flow. In addition, parts of the Greenway (especially the forestry reserve, recreational forest, and Botanical Garden) actively sequester carbon dioxide and thus provide offsets for the campus' carbon footprint. Please see:

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

USF students are engaged in tree planting activities in local schools. For example in 2014, students volunteered for the Green Apple Day of Service - Sustainable Gardening event to plant trees at Greco middle Schools in Tampa

A brief description of the composting and carbon storage program:

There are small composting practices at the Green Living Learning Community students housing and the Botanical Gardens. However carbon offset estimates from these are not made.

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

None

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	5,556	4,229
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	26,765	25,020
Full-time equivalent of employees	15,641	13,190
Full-time equivalent of distance education students	5,386	1,528

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013

Baseline Year	July 1, 2007	June 30, 2008
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A brief description of when and why the GHG emissions baseline was adopted:

USF started to get involved in Sustainability reporting after the President signed the ACUPCC in 2008. Data collection for GHG emissions was seriously initiated at that point. For a baseline data, the FY 2007-2008 was considered as information from previous years was not properly documents in a form that will help estimate GHG emissions.

Gross floor area of building space, performance year:

5,183,274 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	211,491 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	0 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	10,343.10 <i>Metric Tons of CO2 Equivalent</i>
Commuting	73,103.10 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	0 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	2,564.60 <i>Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	6,826.70 <i>Metric Tons of CO2 Equivalent</i>

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

From Study Abroad air travel

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

http://rs.acupcc.org/site_media/uploads/ghg/963-2011-inventorycalculator.pdf

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

Policy Number: 10-051

Subject: Campus and Community Sustainability

IV. PRIORITIES FOR STEPS TOWARD INSTITUTIONAL SUSTAINABILITY

The CAP emphasizes certain strategies to reduce carbon dioxide emissions over time. These strategies are aligned with specific scopes of greenhouse gas emissions to better leverage and focus institutional strengths and to set periodic (five-year) priorities for resource allocations. The strategies collectively focus on improvements to the designed and built environments (including water management), transportation, energy, and consumption (waste and recycling) through policy promulgation, education and awareness campaigns, and updates to the Tampa Campus Master Plan, among other action steps.

<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-051.pdf>

Outdoor Air Quality

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

Part 1

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

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

Part 2

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

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources?:

Yes

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

<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-051.pdf>

IV. PRIORITIES FOR STEPS TOWARD INSTITUTIONAL SUSTAINABILITY

The Climate Action Plan (CAP) emphasizes certain strategies to reduce carbon dioxide emissions over time. These strategies are aligned with specific scopes of greenhouse gas emissions to better leverage and focus institutional strengths and to set periodic (five-year) priorities for resource allocations. The strategies collectively focus on improvements to the designed and built environments (including water management), transportation, energy, and consumption (waste and recycling) through policy promulgation, education and awareness campaigns, and updates to the Tampa Campus Master Plan, among other action steps.

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:

The inventory tool we used is the Clean Air■Cool Planet inventory tool suggested by the American College and University Presidents' Climate Commitment. It is an excellent tool for the construction of a comprehensive inventory

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

	Weight of Emissions
Nitrogen oxides (NOx)	10,015.40 Tons
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

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

IV. PRIORITIES FOR STEPS TOWARD INSTITUTIONAL SUSTAINABILITY

The CAP emphasizes certain strategies to reduce carbon dioxide emissions over time. These strategies are aligned with specific scopes of greenhouse gas emissions to better leverage and focus institutional strengths and to set periodic (five-year) priorities for resource allocations. The strategies collectively focus on improvements to the designed and built environments (including water management), transportation, energy, and consumption (waste and recycling) through policy promulgation, education and awareness campaigns, and updates to the Tampa Campus Master Plan, among other action steps.

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

<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-051.pdf>

Buildings

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

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

Building Operations and Maintenance

Responsible Party

Suchi Urs Daniels, RA, LEED AP BD + C,
Quality Assurance Program Manager/Project Manager
Facilities Planning

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

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

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

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

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

LEED, or Leadership in Energy & Environmental Design, is a green building certification program that recognizes best-in-class building strategies and practices. To receive LEED certification, building projects satisfy prerequisites and earn points to achieve different levels of certification. Prerequisites and credits differ for each rating system, and teams choose the best fit for their project.

Project Certification Level GSF

Dr. Kiran C. Patel Center For Global Solutions LEED NC Gold 74,788

Interdisciplinary Science Building I LEED NC Gold 238,500

Center For Advanced Medical Learning and Simulation (CAMLS) LEED NC Silver 86,000

USF Health Morsani Center for Advanced Health Care 5th & 6th Floor LEED CI Certified 71,814

Chowdari Golf Practice Facility LEED Certified 5,040

USF Sun Dome LEED Silver 223,481

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

6,171,451 *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)	<i>0 Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	<i>0 Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	<i>0 Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	<i>0 Square Feet</i>

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

	Certified Floor Area
--	-----------------------------

Minimum Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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

0 Square Feet

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

6,171,451 Square Feet

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

[USF policy-10-051 Sustainability.pdf](#)

The date the guidelines or policies were formally adopted:

July 26, 2010

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

all building at USF are maintained at this level:

<http://www.pplant.usf.edu/index.php/areas-and-services/energy-conservation>

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

Custodial Services personnel provide custodial and labor services Monday through Friday for more than 4.0 million square feet of E&G buildings on campus. Custodial Services also provides service request to Auxiliary Organizations as a paying job using Green Seal products.

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

<http://www.pplant.usf.edu/index.php/areas-and-services/energy-conservation>

Building Design and Construction

Responsible Party

Barbara S. Donerly, RA, AICP, LEED AP

Assistant Director

Facilities 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:

1. Dr. Kiran C. Patel Center For Global Solutions: Gold, 74,788 SF
2. Interdisciplinary Science Building: Gold, 238,500 SF
3. Center For Advanced Medical Learning and Simulation: Silver, 86,000 SF
4. USF Health Morsani 5th & 6th Floor: CI, 71,814 SF
5. Chowdari Golf Practice Center: NC, 5,040 SF

TOTAL SF: 699,624 SF

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

1,285,313 *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)	76,854 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	309,482 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	313,288 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

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

	Certified Floor Area
Minimum Level	0 <i>Square Feet</i>

Mid-Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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	<i>0 Square Feet</i>
4th Highest Level	<i>0 Square Feet</i>
Mid-Level	<i>0 Square Feet</i>
2nd Highest Level	<i>0 Square Feet</i>
Highest Achievable Level	<i>0 Square Feet</i>

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:

585,689 Square Feet

A copy of the guidelines or policies :

[Combined_GOP_USF_2010_Final Review_00_Preface_082411_no-figs.pdf](#)

The date the guidelines or policies were adopted:

July 26, 2010

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

The policy states that the university to "Establish a LEED Silver standard for New Buildings and Existing Buildings as funds allow". USF pursues a minimum of silver standard in its new buildings. This is part of a broader policy to improve the sustainability of of the campus.

Other buildings that are being considered for LEED certification include

1. USF Recreation & Wellness Center 20,000 SF
2. USF Phyllis Marshall Student Center 305,689 SF
3. The USF Health Student Center – MDA Building Renovation Project

TOTAL SF: 325,689 SF

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

Through the use of the Florida Energy Code, USF has implemented standards in building insulation values for walls, roofs, windows, motor and equipment efficiencies, mechanical systems insulation and controls for both HVAC and lighting. Life cycle cost analysis and FLACOM (Florida Commercial Building Energy Computational Program) are required as part of the Building Construction Document process.

Commissioning is now a requirement for all new and major renovated projects.

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

<http://www.usf.edu/administrative-services/facilities-planning/divisions/campus-planning.aspx>

Responsible Party

Suchi Urs Daniels, RA, LEED AP BD + C,
Quality Assurance Program Manager/Project Manager
Facilities Planning

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

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

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

5,183,274 Square Feet

Gross floor area of building space:

5,183,274 Square Feet

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

When issues are found an AQ monitor is placed in the workplace. The monitor remains in the space for approximately one week. The monitor records temperature, relative humidity and carbon dioxide levels.

The temperature and relative humidity parameters is used to document whether conditions are conducive to promoting microbial contamination in the space.

The carbon dioxide parameter is used to document the air exchange in the space. The air exchange is adequate when it controls carbon dioxide at acceptable limits. This also means that incidental contaminants such as dust introduced into the space can be controlled below problematic levels for most individuals.

If applicable EH&S will request that Physical Plant thoroughly clean the carpet. Carpet is known to harbor "every allergen known to man." These allergens can be re-suspended in the air when individuals walk across the carpet.

EH&S will also request that Physical Plant inspect the air handling system cleanliness and proper operation. IAQ services are provided by EH&S at no cost to the requesting department.

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

<http://www.usf.edu/administrative-services/environmental-health-safety/indoor-air/index.aspx>

Dining Services

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

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

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

Credit
Food and Beverage Purchasing
Low Impact Dining

Food and Beverage Purchasing

Responsible Party

Christina Berry MS, RD, LD/N
USF Dining Dietitian
Aramark

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:

34

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

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

FreshPoint local purchasing number is 34%, please see:

<http://www.freshpointcentralflorida.com/subPages.php?ID=91&localID=9>

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

No

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

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

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

1st Product:

■ Type of vegetarian-fed product purchased:

- Moe's Steak

■ Percentage purchased (%)

- 100%

■ Comments

- The beef that Moe's uses is 100% grass-fed

2nd Product:

■ Type of vegetarian-fed product purchased:

- Moe's Pork

■ Percentage purchased (%)

- 100%

■ Comments:

- Moe's Pork is grain-fed

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

FreshPoint local purchasing number is 34%, please see:

<http://www.freshpointcentralflorida.com/subPages.php?ID=91&localID=9>

"It is clear that the leadership of FreshPoint buying local produce can have a great impact. Many of our local companies have been supporting local family farms for a long time and our customers want to know where their foods are produced - and who produced them. This "local" attitude is creating a growing market for natural and organic foods grown and produced locally and supplied through our existing local food system. Buy local and sell fresh.

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

It's a philosophy that FreshPoint companies have not only believed in but helped create. Many of our customers are now providing their customers with exciting menu alternatives featuring locally produced foods"

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

Has the institution achieved the following?:

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

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

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

<http://www.campusdish.com/en-US/CSS/UnivSouthFlorida/Sustainability/USFSustainableEfforts.htm>

Low Impact Dining

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

10

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

n/a

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”):

In 2012, USF Dining received honorable mention for Most Vegan-Friendly College. USF Dining has a vegetarian/vegan station at each of our three dining halls, Champion's Choice, Juniper Dining, and Fresh Food Co. Additionally, we have our New Peace of Mind Station, located at Juniper Dining and Fresh Food Co, where students can find healthy, vegan and allergen friendly foods and sauces cooked to order. We also provide students with a vegan and vegetarian brochure, for our retail locations, as well as information online what vegan options are available at the dining halls daily.

Please see:

https://dl.dropboxusercontent.com/u/26980027/Vegan_Vegetarian_Brochure_2013.pdf

<https://dl.dropboxusercontent.com/s/mr7iyoivbglgwh2/Vegan%20and%20Veg%20Meal%20Options%20Fall%202013.pdf>

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

n/a

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

<http://www.campusdish.com/en-US/CSS/UnivSouthFlorida/HealthyforLife/SpecialDietaryNeeds.htm>

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

Suchi Urs Daniels, RA, LEED AP BD + C,
Quality Assurance Program Manager/Project Manager
Facilities Planning

Criteria

Part 1

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

Part 2

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

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

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

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

	Performance Year	Baseline Year
Total building energy consumption	2,212,099 <i>MMBtu</i>	952,541 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	1,405,154 <i>MMBtu</i>	605,066 <i>MMBtu</i>
District steam/hot water	806,945 <i>MMBtu</i>	347,474 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	6,171,451 <i>Gross Square Feet</i>	4,680,831 <i>Gross Square Feet</i>
-------------------------	------------------------------------	------------------------------------

Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	211,491 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	15
Cooling degree days	190

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2008

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

This is the earliest date we have good information on the matching student, faculty and staff FTE values.

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

All new buildings have night setback and/or occupied/unoccupied control. Most buildings are also closed for usage outside of normal operating hours of offices and classes to reduce energy consumption. USF uses building automation controls to schedule building HVAC system i.e. BSN is an example of a building which is controlled on a schedule depending on occupancy. The Environmental group receives a weekly schedule from the building scheduling department. Once they have the schedule, they program each building accordingly. The system is accessed through a server. The system is also accessible through the web on a secure network.

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

Through the student green energy fund and funds from USF administration, USF has replaced incandescent lights with LED lighting in parking garages, parking lots, art museum and several other locations, The student green energy fund alone has spent more than \$ 300,000 for LED retrofit. USF also uses LED lights in traffic lights on campus, in outside areas for walk ways, and inside some buildings on campus.

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

Tampa campus classrooms have been retrofitted with electronic motion sensors that turn off the lights when classrooms are not in use.

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

Thermal water heating at the Patel Center of Global Sustainability.

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

none

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

none

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

none

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

USF uses building control automation for centralized monitoring and efficiency improvement using newly created specialized team of building control technicians.

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

In 2008, the Florida Legislature passed the Florida Energy Conservation and Sustainable Buildings Act, directing state agencies to incorporate sustainable building practices into the design, construction, and renovation of state buildings. Through this act, the Department of Management Services (DMS) developed the Florida Life-Cycle Cost Analysis Program (Chapter 60D-4, Florida Administrative Code), which pertains to the evaluation of life-cycle energy performance for alternative building designs. Additionally, DMS developed the State Energy Management Plan (SEMP), which is a comprehensive plan to help state agencies reduce energy consumption and costs.

http://www.dms.myflorida.com/business_operations/real_estate_development_and_management/sustainable_buildings_and_energy_initiatives

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

Campus landscape design incorporates drought tolerant native and adaptive plants.

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

The university has installed vend-mizer, a motion sensing lighting and energy control technology for vending machines.

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

As part of the Green Lights Program, the University of South Florida has upgraded the lighting systems throughout the Tampa campus academic buildings with modern, high efficient electronic ballasts and energy conserving fluorescent bulbs. This program currently saves over \$1 million annually, and over 11 million kilowatt-hours annually. This project was performed and completed a few years ago. More details are outlined in the link below:

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

<http://www.pplant.usf.edu/index.php/additional-information/sustainability-initiatives>

Responsible Party

Suchi Urs Daniels, RA, LEED AP BD + C,
Quality Assurance Program Manager/Project Manager
Facilities Planning

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Total energy consumption, performance year:

540,180 *MMBtu*

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

The USF Solar Initiative was one of the first student led projects funded through the newly adopted Student Green Energy Fund (SGEF) at the University of South Florida (USF). The project funded a 15-kW solar panel system on the Marshall Student Center (MSC) and an additional 8.82-kW solar system on the MSC Amphitheatre. An educational interactive display was also funded that would be able to showcase all SGEF and sustainability projects on campus.

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

n/a

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

n/a

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

REC have not been purchased since 2013

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

<https://www.nwf.org/~media/9E7091DE529B4BD5A47B0D801D459E2E.ashx>

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

Suchi Urs Daniels, RA, LEED AP BD + C,
Quality Assurance Program Manager/Project Manager
Facilities Planning

Criteria

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

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

<p>2) Sustainable Landscape Management Program</p>	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
<p>3) Organic, Certified and/or Protected</p>	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

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

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

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

	Area
Total campus area	1,550 Acres
Footprint of the institution's buildings	99 Acres
Area of undeveloped land, excluding any protected areas	322 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	394 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	735 Acres

A copy of the IPM plan:

The IPM plan :

The Grounds Department maintains 600 acres, of which 322 is grass and the remainder consists of garages, shrubbery and plant beds. USF Physical Plant does not treat the grass lawns. Shrubs and plant beds are treated on an "as needed basis" in compliance with EPA's "Four Tiered Approach." USF pest control products in use are approved by USF Environmental Health and Safety.

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

Objective 8.3: Protect identified jurisdictional native vegetative communities whether upland or wetland, as shown in Figure 8-1, 10 Year Natural and Environmental Resources and campus plantings. Policy 8.3.1: The University, through a qualified professional, shall conduct a campus wide landscape documentation and assessment including location and identification of existing plant materials, and assessment of health and condition, horticultural, environmental, and spatial significance, for the purpose of establishing a University tree and plant inventory data base. This data base will enable development of long term management and protection of campus horticultural resources and investments, including budgeting for landscape implementation and staff operations.

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

USF has given priority to using native plant species and drought-tolerant species for many years, especially with the institutional focus on sustainability and design of LEED buildings.

Recent projects feature the native landscapes, including the Patel Center for Global Solutions, the Interdisciplinary Science Center, the Park at Collins, and many other un-named campus landscape improvements.

The USF Botanical Gardens provides on-going university and community opportunities for learning about native landscape plants with lectures, workshops, weekend festivals, community garden, and plant shop. It consists of 16 acres of gardens and is part of the Greenway on the USF Tampa campus.

The Gardens maintain a living collection of more than 3,000 of plants, animals and natural habitats. The gardens house ongoing research in medical botany and provide opportunities for service-learning to USF students.

With about 35,000 annual visitors, the gardens serve as an important outreach component of USF. Please see:

<http://gardens.usf.edu/>

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

Grass clippings are mulched directly back into the landscape; they are not collected.

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

The University shall protect and conserve the natural functions of soils, rivers, flood plains and wetlands. The University shall continue to support the designation of Hillsborough River as an Outstanding Florida Water by protecting and enhancing this important resource. Use of slow release fertilizers and/or carefully managed fertilizer applications timed to ensure maximum root uptake and minimal surface water runoff or leaching to groundwater.

- Avoiding the widespread application of broad spectrum pesticides by involving only purposeful and minimal application of pesticides, aimed at identified target species.
- Coordinating pesticide application with irrigation practices to reduce runoff and leaching into groundwater.
- Pursue licensing for grounds superintendents and staff to permit handling and administering restricted pesticides and to ensure that fertilizers will be selected and applied to minimize surface water runoff and leaching to ground water.

Objective 7.2.3: The University shall continue to implement and expand its water conservation program
Campus Master Plan Update – Tampa GOALS, OBJECTIVES, AND POLICIES:

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

Campus Master Plan Update – Tampa GOALS, OBJECTIVES, AND POLICIES Objective 4.6: Ensure that future land uses are compatible with and appropriate to topographic and soil conditions on campus. Policy 4.6.1: The University shall, through the Office of Facilities Planning and Construction, maintain its regular procedure of assessing the suitability of development sites relative to topography, soil condition (including the presence of sink holes), drainage, utility and infrastructure connections, and vehicular and service access and program affinities as part of the initial pre-planning and siting studies for individual projects as those projects are brought into implementation. USF shall require the integration of natural topographic and other features in project designs in order to develop the campus in harmony with its natural environment.

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

The 10-year plan for stormwater management focuses on increasing pervious area throughout the campus. In addition, the 10-year plan implements stormwater management Best Management Practices (BMPs) to protect water quality on campus and beyond in downstream waters offcampus. Within the campus’ West Basin, construction of ponds 204B-North and 204B-South serve to provide additional water quality treatment prior to runoff entering Lake Behnke. These ponds will also serve to lower the peak stage elevation in existing pond 204C, thereby helping to reduce localized roadway flooding, currently occurring during certain storm events for areas draining to pond 204C.

In addition, a riparian way has been added to the Central Quadrangle from MLK Plaza and the Marshall Center to a new pond southwest of Fine Arts Building, which will receive roof runoff from adjacent buildings. This feature serves to divert runoff from entering pipe networks, lower the peak stage of pond 204C, and improve water quality, while contributing aesthetic value to the Central Quad in a way that gives visibility to stormwater management and the hydrologic cycle. The stormwater system components have been added to address the changes in the land use within the campus’ East Basin. Impervious pavement has been removed from within the Greenway and replaced with stormwater ponds and open space. Wet pond 104A and dry pond 104B will serve to provide the needed stormwater treatment and attenuation. The University shall enhance the stormwater facilities and greenway system with the following appropriate design features:

- Gradual and varied side slopes,
- Natural aquatic plant material,
- Walkways/boardwalks,
- Seasonal hardwoods and native-understory plant materials, and Properly designed "feature" ponds that include retention liners and sufficient water flows and aeration to maintain a healthy environment and habitat for wildlife.

see:

<http://www.usf.edu/administrative-services/facilities-planning/documents/master-goals-policies>.

[pdf](#)

Increasing on-site infiltration, USF storm water policy - eliminate pollution and contaminants from stormwater run-off

<http://usfweb2.usf.edu/eh&s/Stormwater/index.html>

, compliance with FLDEP NPDES rule 62-621.00(7)(b), FAC

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

n/a

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

The USF Forest Preserve is a 735-acre plot of wetland and sandhill habitat. It is home to a variety of plants and animals, many of whom are threatened or endangered and also several that are fire-dependent. Part of the area is routinely burned in order to conduct research on ecological succession. It has been administered by the Biology (and subsequently, Integrative Biology) Department since 1960s, with the goals of conservation, teaching, and research.

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.pplant.usf.edu/index.php/areas-and-services/grounds-landscaping>

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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

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

Yes

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

The Greenway has been incrementally developed through the phased implementation of the stormwater management plan, the implementation of related landscape improvements, development of built edges through decisive placement of future buildings along the edges of the Greenway, and completion of circulation routes linking one area of the Greenway to another. These efforts have resulted in linking habitat islands, reducing heat islands, improving students' direct relationship with local flora and fauna, and providing increased opportunities for both active and passive recreation and improved pedestrian flow. In addition, parts of the Greenway (especially the forestry reserve, recreational forest, and Botanical Garden) actively sequester carbon dioxide and thus provide offsets for the campus' carbon footprint. . . in addition to 735 acres north of Fletcher Ave., which includes the Eco-Area biological research and "The Claw at USF" golf course.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species with

habitats on institution-owned or –managed land?:

Yes

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

Yes

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

The USF Ecological Research Area (EcoArea) is a 500-acre plot of wetland and sandhill habitat. It is home to a variety of plants and animals, many of whom are threatened or endangered and also several that are fire-dependent. Part of the area is routinely burned in order to conduct research on ecological succession. The EcoArea has two primary functions: research and teaching.

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

USF Ecological Research Area (ERA) preserves the last remaining sizable patch of sandhill habitat in the area. Many species of animals and plants that depend on this kind of habitat and are present in the ERA would otherwise be absent from a substantial area. Second, the ERA is near the edge of a substantial “island” of undeveloped land that is surrounded by increasing urbanization.

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

The USF Tampa Facility and Campus includes a private riverfront park and conservation land for wetland research.

The USF Ecological Research Area (EcoArea) is a 500-acre plot of wetland and sandhill habitat. It is home to a variety of plants and animals, many of whom are threatened or endangered and also several that are fire-dependent. Part of the area is routinely burned in order to conduct research on ecological succession. The EcoArea has two primary functions: research and teaching.

Additionally, there are other natural areas of campus that support wildlife which are protected and included in the campus Greenway and Botanical Gardens. Protective policies are included in the Conservation section of the Tampa Campus Master Plan. Please see:

<http://psgs.usf.edu/usf-office-of-sustainability/initiatives/designed-environment/>

http://www.usforacle.com/renovations-pave-way-for-usf-golf-1.1764925?SPSID=56334&SPID=5851&DB_O

EM_ID=7700

<http://www.usforacle.com/navigating-the-hillsborough-river-1.2666113#.Up-NKcRDvh4>

<http://www.usforacle.com/tampa-s-trails-1.2086209#.Up-NyMRDvh4>

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

<http://biology.usf.edu/ib/faculty/emccoy/>

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

Responsible Party

George Cotter

Associate Director
Purchasing Services

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:

[USF Sustainable Purchasing Best Practices and Guidelines Final 0713-1.pdf](#)

The electronics purchasing policy, directive, or guidelines :

INTRODUCTION (Purpose and Intent)

A. This document is intended to facilitate implementation of purchasing guidelines that are consistent with the American College and University Presidents' Climate Commitment

(ACUPCC), signed by the USF President Dr. Judy Genshaft in 2008. The purpose of this document is to support and encourage campus sustainability at USF and to provide guidelines, information, and resources in procuring products that will minimize negative impacts on society and the environment to the greatest extent practicable.

A. Reduce waste at the point of purchase.

- B. Purchase durable and reusable goods.
- C. Lease and rent when appropriate.
- D. Specify product and packaging take-back.
- E. Buy goods in bulk or concentrated form.
- F. Manage surplus effectively.
- G. Procure commodities that are certified to meet sustainability standards.

Electronics and Appliances:

- Energy Star at

<http://www.energystar.gov/>

- Electronic Product Environmental Assessment Tool (EPEAT) -

<http://www.epeat.net/>

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

To facilitate implementation of purchasing guidelines that are consistent with the American College and University Presidents' Climate Commitment (ACUPCC), signed by the USF President Dr. Judy Genshaft in 2008. The purpose of this document is to support and encourage campus sustainability at USF and to provide guidelines, information, and resources in procuring products that will minimize negative impacts on society and the environment to the greatest extent practicable. The best practices and procurement strategies include:

- G. Procure commodities that are certified to meet sustainability standards:

Electronics and Appliances:

- Energy Star at

<http://www.energystar.gov/>

- Electronic Product Environmental Assessment Tool (EPEAT) -

<http://www.epeat.net/>

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 <i>US/Canadian \$</i>
EPEAT Silver	101,621 <i>US/Canadian \$</i>
EPEAT Gold	2,028,939 <i>US/Canadian \$</i>

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

5,837,462 *US/Canadian \$*

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

<http://usfweb2.usf.edu/purchasing/Sustainability/USF%20Sustainable%20Purchasing%20Best%20Practices%20and%20Guidelines%20Final%200713.pdf>

Cleaning Products Purchasing

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

Part 1

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

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

Part 2

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

Cleaning and janitorial products include, at minimum:

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

"---" 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:

[USF Sustainable Purchasing Best Practices and Guidelines Final 0713-1.pdf](#)

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

BEST PRACTICES AND PROCUREMENT STRATEGIES

A. Reduce waste at the point of purchase.

Faculty, staff and students can help achieve the University's waste reduction goals by practicing the three R's: Reduce, Reuse, and Recycle. Priority should be given to reducing usage which will consequently reduce waste upstream. By purchasing products made from recycled material waste can be reused or recycled. Examples are:

- Letterhead stationery, envelopes, and business cards made from recycled paper
- Office supplies
- Recycled toner cartridges

To reduce disposal costs and waste, choose items that can be remanufactured, recycled, or composted. Many products made from recycled materials are available and are being included in the University of South Florida contracts.

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

The Physical Plant currently purchases Green Seal Certified products for cleaning throughout the university. GREEN SEAL CERTIFIED & "LEED GREEN" STANDARDS including items no. 2. Bonnet Cleaner, 3. Extraction Carpet Cleaner Dilution System, 4. Extraction Carpet Cleaner, 5. Tub & Tile Dilution System, as listed in attached yearly invoice.

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:

31,636.01 *US/Canadian \$*

Total expenditures on cleaning and janitorial products:

55,722.99 *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:

III. BEST PRACTICES AND PROCUREMENT STRATEGIES:

By procuring goods with fewer or no toxic chemicals, departments can reduce their hazardous waste disposal, future liability concerns, and the risk of occupational exposure and spills. Low-toxicity products such as mercury-free medical supplies, printing ink low in volatile organic compounds (VOCs), and chlorine free cleaning supplies are increasingly available and cost-competitive. See the Cross-sector certifications to help selecting products (example: Green Seal certified for cleaning products and ACMI for art and creative material)

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

[GREEN Cleaning \\$55722.99.pdf](#)

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

To increase the visibility and purchase of environmentally preferable products (EPPs) that are available on current Florida State Term Contracts, this Excel spreadsheet (Microsoft Excel Document 3.67 MB) lists over 10,000 products that current state term contract vendors have indicated meet one or more of the Florida approved green product labels / standards. Government purchasers are encouraged to use this list to find potential green products that may meet their agency's needs.

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

http://www.dms.myflorida.com/business_operations/state_purchasing/vendor_information/state_contracts_and_agreements/florida_climate_friendly_preferred_products_list

Office Paper Purchasing

Responsible Party

George Cotter

Associate Director
Purchasing Services

Criteria

Part 1

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

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

Part 2

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

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

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

Yes

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

[USF Sustainable Purchasing Best Practices and Guidelines Final 0713-1.pdf](#)

The paper purchasing policy, directive or guidelines:

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

All office paper must be purchased from Office Depot and the purchase of office paper type is per the ordering departments needs. Paper designated on our core list of items would encourage a department to use that product. Purchases are reviewed/audited by Purchasing/PCard staff to ensure adherence to any Purchasing policy. The procure-to-pay requisition process requires Purchasing approval through FAST workflow. PCard holders are required to know policy prior to receiving a PCard and expenditures are continuously audited.

Faculty, staff and students can help achieve the University's waste reduction goals by practicing the three R's: Reduce, Reuse, and Recycle. Priority should be given to reducing usage which will consequently reduce waste upstream. By purchasing products made from recycled material waste can be reused or recycled. Examples are:

- Letterhead stationery, envelopes, and business cards made from recycled paper
- Office supplies
- Recycled toner cartridges

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	3,644.45 <i>US/Canadian \$</i>
30-49 percent	8,098.48 <i>US/Canadian \$</i>
50-69 percent	83.18 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	11.06 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	2,922.73 <i>US/Canadian \$</i>

Total expenditures on office paper :

358,323.68 *US/Canadian \$*

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

<http://usfweb2.usf.edu/purchasing/sustainability.htm>

Inclusive and Local Purchasing

Responsible Party

George Cotter

Associate Director
Purchasing Services

Criteria

Part 1

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

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

Part 2

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

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

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

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

Yes

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

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

The University's mission is to continue active pursuit of purchasing opportunities for small, minority, and women-owned businesses that provide goods and services purchased by USF. It is also our mission to represent USF in the community by involvement in small and minority business associations and organizations.

Our objectives are to promote the participation of small businesses, including businesses owned by women and minorities among University departments, academic units, and prime contractors and to actively represent USF in the business community through involvement in small and minority business associations and organizations.

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

No

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

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

<http://usfweb2.usf.edu/supplierdiversity/Supplier%20Diversity%20Brochure%20012010.pdf>

Life Cycle Cost Analysis

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

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)?:

Yes

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

255.254 No facility constructed or leased without life-cycle costs.—

(1) A state agency may not lease, construct, or have constructed, within limits prescribed in this section, a facility without having secured from the department an evaluation of life-cycle costs based on sustainable building ratings.

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

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0200-0299/0255/Sections/0255.254.html

Guidelines for Business Partners

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

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

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

And/or

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

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

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

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

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

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

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

All

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

All

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

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

Chapter 287, Florida Statutes (5) COMPETITIVE NEGOTIATION.—

(a) The agency shall negotiate a contract with the most qualified firm for professional services at compensation which the agency determines is fair, competitive, and reasonable. In making such determination, the agency shall conduct a detailed analysis of the cost of the professional services required in addition to considering their scope and complexity. For any lump-sum or cost-plus-a-fixed-fee professional service contract over the threshold amount provided in s. 287.017 for CATEGORY FOUR, the agency shall require the firm receiving the award to execute a truth-in-negotiation certificate stating that wage rates and other factual unit costs supporting the compensation are accurate, complete, and current at the time of contracting. Any professional service contract under which such a certificate is required must contain a provision that the original contract price and any additions thereto will be adjusted to exclude any significant sums by which the agency determines the contract price was increased due to inaccurate, incomplete, or noncurrent wage rates and other factual unit costs. All such contract adjustments must be made within 1 year following the end of the contract.

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:

All Florida State Universities adhere to the Code of Ethics of the National Association of Educational Procurement

Vendor Selection

Purchasing Services is responsible for the vendor selection procedure and ensures that the process is conducted in a fair and equitable manner. Quality, Service, Delivery and Price are important factors in the vendor selection process.

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

https://www.naepnet.org/iMIS15_PROD/Public/About/GOVERNANCE__POLICY/CODE_OF_ETHICS/Public/Navigation_Items/About_NAEP/CODE_OF_ETHICS.aspx?hkey=c6a9ba90-6eed-4002-a22e-87470866cca6

Transportation

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

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

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

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

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

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

And/or

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

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

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

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

Total number of vehicles in the institution's fleet :

540

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	2
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	48
100 percent electric	49
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	35
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 Bullrunner buses use biodiesle generated from waste cooking oil. Recently a student green energy funded project will use an innovative (super critical process) to effectively produce biodiesel from cooking oil that will be used by USF Bull runner buses.

USF in partnership with Hillsborough Environmental Protection Commission and TECO Energy has established the Tampa Bay Clean Cities Coalition (TBCCC) that was recently designated by the Department of Energy. TBCCC works to reduce car fuel consumption in the region.

USF is installing Electric Vehicle charging stations

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

<http://psgs.usf.edu/patel-center/clean-cities-tampa-bay/>

Student Commute Modal Split

Responsible Party

Sara J. Hendricks, AICP
Senior Research Associate
Center for Urban Transportation Research

Criteria

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

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

Submission Note:

These data are estimates based on the 2012 Parking and Transportation Service (PATS) Survey conducted by CUTR.
<http://www.cutr.usf.edu/>

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

Total percentage of students that use more sustainable commuting options:

40

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)	60
Walk, bicycle, or use other non-motorized means	21.10
Vanpool or carpool	6.20
Take a campus shuttle or public transportation	12
Use a motorcycle, scooter or moped	0.70

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

STARS Reporting Tool | AASHE

Methodology

Online survey link distributed by USF IT to faculty, staff and students

Limitations: No incentive provided to increase response rate, Single email sent to official USF email account, Minority populations underrepresented slightly, Open-ended responses yet to be analyzed

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

http://usfweb2.usf.edu/parking_services/transportchoices.asp

Employee Commute Modal Split

Responsible Party

Sara J. Hendricks, AICP
Senior Research Associate
Center for Urban Transportation Research

Criteria

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

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

Submission Note:

These data are estimates based on the 2012 Parking and Transportation Service (PATS) Survey conducted by CUTR.
<http://www.cutr.usf.edu/>

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

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

16.40

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)	83.60
Walk, bicycle, or use other non-motorized means	6.50
Vanpool or carpool	6.60
Take a campus shuttle or public transportation	0.80

Use a motorcycle, scooter or moped	0.80
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 Tampa Campus Transportation Survey developed by the USF Center for Urban Transportation Research was approved by the Office of the Provost, the Office of the Associate Vice President of Human Resources, and the Vice President for Student Affairs for submission to Tampa Campus faculty, staff, students, respectively, under the USF system's "Mass E-Mail Policy" found at

<http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-0-520.pdf>

to ensure a broad response accross campus.

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

<http://www.usf.edu/administrative-services/parking/transportation/alternative-transportation.aspx>

Support for Sustainable Transportation

Responsible Party

Sara J. Hendricks, AICP

Senior Research Associate

Center for Urban Transportation Research

Criteria

Part 1

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

Option A: Institution:

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

And/or

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

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

Part 2

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

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

- Other strategies

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

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

Yes

A brief description of the facilities for bicycle commuters:

Pedestrian and Bicycle Facility Assessment

Pedestrians and bicyclists significantly outnumber vehicles on most college campuses. Campus sustainability is dependent on the adequacy of facilities in order to accommodate the high number of trips generated from pedestrians and bicyclists. Facilities accommodating these mode choices include bicycle lanes, and sidewalks and pedestrian pathways which are present throughout the campus. Between 2005 and 2010, the network was expanded to provide better sidewalk connectivity along Holly Drive, Magnolia Drive, Laurel Drive, Beard Drive, Alumni Drive, Elm Drive, and several other locations. Along the perimeter roads of the campus, sidewalks are present along Fowler Avenue and 50th Street. Crosswalks are marked at most intersections and numerous mid-block locations throughout campus and at gateway intersections along the campus perimeter.

New sidewalks or pathways are planned along Magnolia Drive, Pine Drive, Alumni Drive, Leroy Collins Boulevard, Maple Drive, Bull Run Drive, Bruce B. Downs Boulevard, Fletcher Avenue, and several other locations. The long range pedestrian network, showing both existing and planned sidewalk and pathways, is shown in Figure 5.5.

Bicycle lanes are provided on roadways or pathways throughout the campus. Existing bicycle lanes are present along one or both sides of sections of Magnolia Drive, Leroy Collins Boulevard, Beard Drive, Holly Drive, Maple Drive, Palm Drive, Alumni Drive, Elm Drive, and Willow Drive. Bicycle signage is posted along selected bicycle lanes within campus. Bicycle lanes are also marked on all public roadways surrounding the campus (Fowler Avenue, Bruce B. Downs Boulevard, Fletcher Avenue, and 50th Street) as well as at intersections with right-turn lanes. Lanes for bicycle traffic proceeding straight through an intersection are typically marked to the left of right-turning vehicle traffic.

Except from page 47, Please see full report 2010 Campus Master Plan Data Collection and Analysis:

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:

Campus Master Plan Update – Tampa GOALS, OBJECTIVES, AND POLICIES: Policy 5.1.4.3: (on-campus) The University shall provide convenient bike racks, or covered bicycle storage if possible, at all new and renovated facilities and endeavor to complete the installation of continuous bike lanes.

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:

Campus Master Plan Update – Tampa GOALS, OBJECTIVES, AND POLICIES: Transportation: By offering a more efficient and pedestrian-focused transportation system, USF will enhance campus air quality, reduce greenhouse gas emissions, and enable the creation of more community connection. Including: Campus transportation focus is transit, bicycle, and pedestrian. Provide shade and shaded seating along bike lanes and walkways.

<http://www.usf.edu/administrative-services/facilities-planning/divisions/campus-planning.aspx>

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

Yes

A brief description of the bicycle sharing program:

The Borrow Our Bikes Green Bike Program is run by USF Outdoor Recreation. This service allows students to check out bicycles for free. It also provides assistance to those on campus who have bicycles skateboards, and long boards that need repair. The equipment includes a cruiser bike or mountain bike, a bike, a helmet, lights, lock, and key. The website also allows students to see all the information necessary to borrow a bike.

In Fall 2013, the Student Green Energy Fund approved \$325,000 for a smart bike sharing program with the initial 100 bikes. This will use GPS mounted bikes that will be supported by mobile apps for students to locate the bikes and make booking. This program will be managed by USF Outdoor Recreation and will be implemented in the summer and ready for usage in Fall 2014. It will augment the existing borrow our bikes program. Please find more information in The Oracle:

<http://www.usforacle.com/new-green-programs-to-save-drivers-time-1.2845121#.UtRaS6X8ZHw>

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

No

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

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

Yes

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

[STARS Reporting Tool | AASHE](#)

All USF students, faculty and staff have fare free access to the Bull Runner with their USFCard. The Shuttle system is intended to provide USF faculty, staff and students with mobility options for transportation on campus and designated locations outside the University proper.

The Bull Runner provides easy transfers to the USF subsidizes riding HART public transit system by offering U-Pass. Students ride HART for free and faculty/staff ride for \$0.25 with USF ID card, please see:

http://www.gohart.org/ride_guide/usf/usf-upass.html

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

Yes

A brief description of the GRT program:

TBARTA's Emergency Ride Home (ERH) program provides free* taxi rides home in case of emergency for workers or students who commute in ways other than driving alone two or more days a week. This commuter incentive program is now available to students of higher learning institutions, who get to/from campus in ways other than driving alone (such as carpool, bus, bicycle, walk, and/or any combination of those listed).

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:

USF Zimride is supported by the Office of Sustainability, the student government and the Center for Urban Transportation Research. It allows USF students, faculty, and staff to find USF friends, classmates, and coworkers looking for carpool opportunities. Zimride allows users to request rides for commutes, road trips, and popular events. It allows those with a car to split costs by offering rides. USF faculty, staff, and students are also eligible for the Emergency Ride Home Program through the Tampa Bay Area Regional Transportation Authority, Please see:

<http://www.tampabayrideshare.org/usf.html>

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:

USF is a member of Enterprise CarShare, a membership-based car sharing program for people who are looking for an alternative method of transportation that lowers the cost and reduces the hassles of traditional transportation. This program is open to all qualified USF Students, Faculty and Staff and there are two service locations on campus.

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

Yes

A brief description of the electric vehicle recharging stations:

Parking and Transportation, Facilities Planning & Construction, Physical Plant and the Office of Sustainability unveiled two electric vehicle charging stations located in Parking Lot 5A behind the USF Bookstore. A representative from Tampa Electric was on hand with a Chevy Volt to give a live demonstration. See announcement:

<https://www.flickr.com/photos/adminservices/sets/72157628433249697>

Additional Electric Vehicle Charging station is in the process of installation. The student Green Energy Fund approved funding for this project.

At the same time, the Office of Sustainability has established a committee to develop a strategic plan for EV charging stations across campus.

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:

Telecommuting is a work arrangement, either full-time or part-time, whereby eligible university employees are authorized by appropriate management to regularly perform the normal duties and responsibilities of their positions, through the use of computers and other telecommunications, at sites other than their usual place of work. See:

<http://usfweb2.usf.edu/human-resources/employee-relations/telecommuting.asp>

The USF Division of Human Resources provides detailed procedures for implementing telecommuting.

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

Yes

A brief description of the condensed work week program:

USF employees may request a non-standard work week through the Human Resources Website. The USF Center for Urban Transportation Research, as one example, offers three options to their employees:

1) 4.5/40 - during a 1-week period, work 9 hours each on 4 days, work 4 hours on one specified day per week (that day must be the same every week; Tuesdays are not allowed).

2) 9/80 - during a 2-week period, work 9 hours on 8 days, work 8 hours on 1 day, take off one specified day every two weeks (that day must be the same every two weeks; Tuesdays are not allowed).

3) 4/40 - work 10 hours on 4 days, take off one specified day every week (that day must be the same every week; Tuesdays are not allowed).

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

Yes

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

The Campus Bull Runner includes over 10 miles through neighborhoods off-campus where dozens of apartment buildings are located catering to students and faculty: See map:

<http://www.usf.edu/administrative-services/parking/documents/bull-runnermap.pdf>

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:

The USF bus system is known as the Bull Runner and with a valid USFCard, students, faculty and staff have fare free access. Visitors must be accompanied by someone with a valid USFCard or have a daily bus pass. Please refer to our web site for current information and route schedules. In addition there are alternative transportation options established at USF: Borrow Our Bikes, USF Carpool Program, Enterprise CarShare, HART U-Pass, New North Transportation Alliance, Tampa BayCycle, Tampa Bay Ride Share, Emergency Ride Home (ERH), Red Coach, & Zimride

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

<http://www.usf.edu/administrative-services/parking/transportation/index.aspx>

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

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

Part 1

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

Part 2

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

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

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

Submission Note:

Materials reused, donated or re-sold was estimated at 100

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	892 Tons	846.69 Tons
Materials composted	20 Tons	0 Tons
Materials reused, donated or re-sold	100 Tons	100 Tons

Materials disposed in a solid waste landfill or incinerator	2,527 Tons	387.19 Tons
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Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	5,556	4,229
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	26,765	25,020
Full-time equivalent of employees	15,641	13,190
Full-time equivalent of distance education students	5,386	0

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2008

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

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

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

Faculty, staff and students can help achieve the University's waste reduction goals by practicing the three R's: Reduce, Reuse, and Recycle. Priority should be given to reducing usage which will consequently reduce waste upstream. By purchasing products made from recycled material waste can be reused or recycled. Examples are:

Letterhead stationery, envelopes, and business cards made from recycled paper
Office supplies
Recycled toner cartridges

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

Formal campus furniture and supply exchange programs operate at the college level throughout the campus. In addition, prior to the disposal of materials in good condition, USF's Property Management department offers the opportunity for other departments to acquire and use the materials. Before you can dispose of assets, advertise their availability on the USF Property Listserv to other University departments for three consecutive days.

a. If another department wants the property, transfer it to that department using the USF Form #3009. Ensure compliance with all University policies regarding asset transfers.

b. If the asset remains unclaimed after the three days, you can proceed to the next step.

Please see:

http://usfweb2.usf.edu/UCO/assetmanagement/USF%20Property%20Manual_6-13.pdf

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

On-line review of plans, policies, and other documents saves large amounts of paper every year. In addition to making all course catalogs, schedules, and directories available online, many faculty make use of the digital drop-box feature on Canvas and review and return term papers and tests electronically.

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

Through a partnership with Student Government and USF Information Technology, enhancements have been made to the free printing program on campus. Students are given an allotment of \$2.50 per day to be used for printing on campus. Once that allocation is used up, students can continue to print by using their Bull Bucks account until the next day when their account is refreshed.

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

As with the move-in waste reduction strategy, the residence halls areas have outdoor recycling bins that have special (more frequent) collection times during move-out dates and again the newest residence hall area collects the cardboard boxes and recycles them with the dining hall in that area.

Also residence life has a program with Good Will and unwanted items are placed in one of two trucks available in the residence hall areas. This coming year a free yard sale will be established where residents can put out unwanted electronics and furniture and other

students can select it and take it for free with their student ID.

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

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

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

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

Trayless dining began at USF in Fall of 2008. By offering trayless dining in our dining halls we are conserving energy and water through less water consumption. Approximately 32,992 gallons of water are saved per academic year.

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):

USF Dining/ARAMARK introduced reusable to go containers at our three dining halls in Fall of 2009. In 2010 we completely eliminated the Styrofoam containers and offer the reusable to-go boxes for a refundable \$4 deposit at all three of our dining halls. By using reusable containers, participants joined others in the effort to reduce waste on our campus, using reusable containers makes our to-go program more sustainable.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

USF Dining/ARAMARK offers a 32 ounce recyclable and reusable refill cup at most locations with discounted refills. Currently the cups are \$3.99 and refills are \$0.99.

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

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

<http://www.usf.edu/administrative-services/environmental-health-safety/hazardous-waste/waste-minimization.aspx>

Responsible Party

Suchi Urs Daniels, RA, LEED AP BD + C,
Quality Assurance Program Manager/Project Manager
Facilities 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:

892 Tons

Materials disposed in a solid waste landfill or incinerator :

2,527 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:

The University of South Florida has had an active recycling program since 1994 and currently recycles the following items: Mixed paper (office, newspaper, magazines, cardboard), Aluminum cans, Glass and plastics, Mixed metals, Yard debris, tree limbs and wooden waste, Fluorescent bulbs and fixture ballasts, Electronic equipment. In conjunction with the City of Tampa, USF operates a Community Recycling Site located on USF Sycamore Drive. USF has distributed about 2,000 office-size recycling bins around campus for paper. There are large 64 gallon containers on most floors of buildings for paper recycling. USF has distributed about 350 mixed recycling bins around campus for aluminum, glass and plastic. USF has won multiple awards since the program began in 1994. Specific recycling data is tracked and made available to student groups for promoting recycling competitions across campus. USF operates two dedicated trucks to pick up and transport recyclables. USF work with several local recycling partners for cost-competitiveness.

Revenues generated are used to fund the recycle program Recyclables for FY 2012/2013 included:

- Mixed Paper: 326 tons
- Plastic, Glass, & Aluminum: 31 tons
- Metals: 72 tons
- Landscape & Construction Debris: 436 tons
- Other Recyclables (Bulbs, Tires, etc.): 7 tons

Please see:

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

Student groups on campus coordinate food donation programs throughout the year with Metropolitan Ministries,

<http://www.metromin.org>

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

The institute used to have a pre-consumer food waste composting. Currently this program is discontinued and may be reinitiated at a later time.

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

Post-consumer food waste is composted by the residents of the Green Living and Learning Community in the Maple B residence hall. The LLC has a multilayered canister of worms that are feed weekly shredded paper and some food scraps. Compost is used for butterfly gated outside residence halls. Two years ago the LLC had an instructional DVD with a tutorial.

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

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	No
Food for animals	No
Food composting	Yes
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	No

Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	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:

Specialty Laboratory chemicals: HITS (Hazardous Inventory Tracking System) is a web-based chemical inventory system that assists USF laboratories with the reduction of chemical waste through inventory control. Laboratories can order the chemicals they need and avoid duplication of purchases by first consulting their on-hand inventory.

<http://www.usf.edu/administrative-services/environmental-health-safety/hits/>

Construction and Demolition Waste Diversion

Responsible Party

Suchi Urs Daniels, RA, LEED AP BD + C,
Quality Assurance Program Manager/Project Manager
Facilities Planning

Criteria

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

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

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

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

9,551.55 *Tons*

Construction and demolition materials landfilled or incinerated :

1,400.10 *Tons*

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

For new major projects and major renovations, USF seeks third party documentation through the LEED rating system. As prescribed by LEED, USF's policy is to "To divert construction and demolition debris from disposal in landfills and incineration facilities. Redirect recyclable recovered resources back to the manufacturing process and reusable materials to appropriate sites.

Hazardous Waste Management

Responsible Party

Suchi Urs Daniels, RA, LEED AP BD + C,
Quality Assurance Program Manager/Project Manager
Facilities Planning

Criteria

Part 1

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

Part 2

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

"---" 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:

1) The Division of Environmental Health and Safety (EH&S) has created a waste minimization guidelines document to provide the USF community with recommendations and techniques for reducing hazardous wastes.

2) HITS (Hazardous Inventory Tracking System) is a web-based chemical inventory system that assists USF laboratories with the reduction of chemical waste through inventory control. Laboratories can order the chemicals they need and avoid duplication of purchases by first consulting their on-hand inventory.

The chemical surplus program, available through HITS, facilitates the redistribution of unneeded and unwanted chemicals for reuse by others thereby reducing the total volume of hazardous waste disposed.

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

1) EH&S manages the hazardous, biohazardous, and universal pharmaceutical waste disposal programs including compliant shipment and disposal of waste collected from campus satellite accumulation areas. Licensed vendors are contracted to provide shipping and final

disposal of these wastes.

2) EH&S provides training to affected faculty, staff, and students on the proper handling and disposal of hazardous wastes and methods to reduce the potential for release of wastes to the environment.

3) The USF Physical Plant recycling program manages the recycling of fluorescent bulbs, fixture ballasts, batteries, and electronic equipment. Please see links:

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

None

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

The USF Hazardous Inventory Tracking System (HITS) is a web-based chemical inventory system used by USF System research and teaching laboratories to store and track chemical inventories.

The chemical surplus program, available through HITS, facilitates the redistribution of unneeded and unwanted chemicals for reuse by others thereby reducing the total volume of hazardous waste disposed. Laboratories with a chemical surplus notify EH&S and the containers are moved to a chemical surplus inventory in the HITS System. All laboratory staff members have the ability to search the surplus and request that surplus chemicals be transferred to their inventory. The chemical(s) is delivered to the requesting lab by EH&S staff.

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

Yes

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

Yes

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

Creative Recycling Systems is an industry leader in asset management and the recycling and reuse of a vast array of end-of-life and obsolete computers, computer monitors and other electronic equipment. In their continuing effort to offset the rapidly increasing burden on the environment, CRS addresses these issues through innovation and integration of the latest state-of-the-art recycling systems into our processing facility in Tampa, Florida.

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

USF has contractors who take away electronic waste for the purpose of recycling and disposal. The licensed contractors that USF uses are required to follow environmental guidelines for recycling and disposal as per the EPA.

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

[http://www.usf.edu/administrative-services/environmental-health-safety/hazardous-waste/index.as](http://www.usf.edu/administrative-services/environmental-health-safety/hazardous-waste/index.aspx)

px

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

Suchi Urs Daniels, RA, LEED AP BD + C,
Quality Assurance Program Manager/Project Manager
Facilities 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:

Medium to High

Total water use::

	Performance Year	Baseline Year
Total water use	381,216,370 Gallons	354,887,919 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	114,333,113 Gallons	104,796,631 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	5,556	4,229
Number of residential employees	0	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	26,765	25,020
Full-time equivalent of employees	15,641	13,190
Full-time equivalent of distance education students	5,386	0

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	6,171,451 <i>Square Feet</i>	5,175,245 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	1,408 <i>Acres</i>	1,431 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2007	June 30, 2008

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:

Non-potable storm water is used by the USF main campus and Golf Course for irrigation.

The Dr. Kiran C. Patel center for Global Solutions incorporates the use of a rainwater harvesting system which is used for the flushing of toilets.

Non-potable, treated rain water and water from mechanical condensate supply the water for two iconic USF fountains: the ""Bull Fountain"" at the Marshall Student Center and the Leroy Collins Boulevard Fountain at the main entrance to the university.

Non-potable, treated rain water and mechanical condensate also supply irrigation water for Collins Park, located to the south of the USF Main Library.

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

The majority of buildings on campus are individually metered with the exception of residential halls. Many of the Tampa campus buildings have been retrofitted with motion sensing automatic faucets and flush valves. This helps prevent waste and conserves water usage.

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

The Green Living community student housing was retrofitted with water saving shower heads.

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):

Sustainable landscape is a high priority of the University. USF uses plant species that are indigenous to the natural plant communities of the Tampa Bay area. Application of low maintenance xeriscape landscape treatments for new building construction and new campus common areas is required by USF policy. The University minimizes site disturbance on previously undeveloped sites, and utilizes native or adapted non-invasive xeriscape vegetation when restoring disturbed areas. In cases where non-native plants are used they are limited to non-invasive species able to resist periods of drought and require little fertilization or use of pesticides. The University protects areas of native plant communities from development, including the large USF Forest Preserve property north of the main campus.

Campus development is carefully sited to minimize impacts to existing trees. The trees are protected from damage through the use of perimeter barricades placed at the tree drip lines or critical root zones. Limited existing trees that must be removed are replaced with new trees, which may be planted at the construction site or elsewhere on campus. The University maintains and improves existing vegetative communities through the removal of ecologically undesirable and invasive vegetation. The University is reducing the extent of turf grass

on campus in favor of alternative native and xeriscape groundcovers to reduce water consumption, fertilizer application, and mowing. A tree and plant inventory and interactive mapping system is currently in development in order to keep a live landscape data inventory, including the 2,384 campus trees planted since 2010.

Please see:

http://usfweb2.usf.edu/FacilitiesPlan/Campus%20Planning/Goals_Objectives_Policies.html

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

Adding these to the USF campus was one of the many success of the Green Building Subcommittee as noted in the link below. The Hunter Rain-Clik™ Rain Sensors was installed as listed in accomplishment for Landscape & Irrigation Rain sensor irrigation controls. These sensors stop irrigation for the very common rainfall events here in Florida.

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

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

<http://www.pplant.usf.edu/index.php/additional-information/sustainability-initiatives>

Responsible Party

Barbara S. Donerly, RA, AICP, LEED AP

Assistant Director

Facilities 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:

National Pollutant Discharge Elimination System (NPDES) requires development of EPA Stormwater Pollution Prevention Plan (SWPPP) for construction projects site area greater than 1 acre. USF coordinates and adheres to the Florida Department of Environmental Protection (FDEP). FDEP is responsible for issuing permits and performing compliance and enforcement activities as the NPDES permitting authority in Florida. There are two phases of the NPDES Stormwater Program. Please see:

<http://usfweb2.usf.edu/eh&s/Stormwater/Stormwater%20MS4%20permit.pdf>

Phase I of the NPDES Stormwater Program was promulgated in 1990. It requires large and medium municipal separate storm sewer systems (MS4s) located in incorporated counties with a population of 100,000 or more to obtain NPDES permits.

Phase II of the NPDES Stormwater Program was promulgated in 1999. It requires MS4s not regulated by Phase I, and small construction activities to obtain NPDES permits and develop comprehensive stormwater management programs that will eliminate illicit discharges to MS4s and reduce pollutants in stormwater runoff. USF is a part of the Phase II MS4 program. Please see:

<http://www.hillsborough.wateratlas.usf.edu/upload/documents/DuckPond2007Update.pdf>

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

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

CAMPUS MASTER PLAN ARCHITECTURAL DESIGN GUIDELINES: 1.1.1 Building Placement (C) Most importantly, on the Tampa Campus, no new buildings should negatively impact the Greenway, which extends from the pond at Bruce B. Downs Boulevard to the wetlands at Fletcher Avenue and 50th. Street. The Greenway must be recognized for its functional role in providing suitable stormwater retention/detention area and for its aesthetic role in providing a sense of clarity and orientation to the campus. It is imperative that this designated land be preserved and maintained as open space. 01061. USF FP&C BUILDING CODE ADMINISTRATION PROGRAM: Stormwater Runoff is to be controlled and managed in accordance with the Southwest Florida Water Management District rules 40D-4, 40D-40 and 40D-400 F.A.C. The University's Campus Master Plan has designated the Greenway as the location of its master stormwater management facilities for compliance with the District's rules. Site design is to ensure that any increases in stormwater runoff are collected, conveyed, and managed in accordance with the University's Master Drainage Plan.

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

Patel Center for Global Solutions is (LEED) Gold certification. This environmentally friendly goal includes a rainwater harvesting and treatment system that allows the water to be reused to flush all of the toilets and urinals in the four-story, 74,788-sq-ft building.

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

506,000 Gallons

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

Dr. Kiran C. Patel Center rainwater collection is directed to a vortex filter. The filter pre-screens the water to approximately 200 μ , removing sediment before it enters the cistern, said Stuart Bailin, director of engineering for Water Harvesting Solutions (Wahaso), which designed the system.

A brief description of any living or vegetated roofs on campus:

The College of Business building (BSN) maintains a vegetated roof to help with storm water management.

A brief description of any porous (i.e. permeable) paving employed by the institution:

USF has areas on campus with porous paving. Turf Block is used in parking lots 35, 41, and the 32 expansion. Porous paving made from recycled tire rubber and rock aggregate is used for walkways to the east of the Marshall Student Center and to the west of the Crescent Hill Parking garage.

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

Dr. Kiran C. Patel Center for Global Solutions system begins with rainwater collection. Rainwater from the rooftop gutter system and downspouts, as well as air conditioning condensation from the building's mechanical systems collected in 30,000-gal fiberglass tank.

A brief description of any rain gardens on campus:

Rain gardens were installed during the 2014 Young Middle Magnet Science Summer Camp. Approximately 40 incoming 6th and returning 7th grade students, Hillsborough County middle and high school Research Experience for Teacher (RET) participants, and Research Experience for Undergraduate (REU) participants worked together to design and construct two rain gardens, resulting in this educational program:

<http://www.coedu.usf.edu/it/ware/raingarden/story.html>

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

Water from stormwater-fed retention ponds is used for irrigation at the Moffitt Cancer Center medical complex as well as the USF golf course.

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

Vegetated swales are used in certain areas of campus to channel rain water to conduits and canals.

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

- 1) Detention ponds
- 2) an underground tank is used at the Dr. Kiran C. Patel Building to capture and re-use roof rainwater
- 3) condensate and stormwater is used to supply water at Leroy Collins Fountain
- 4) the complete campus has been simulated with the EPA Stormwater Management Model (SWMM) as part of the Duck Pond watershed in the City of Tampa.

Please see:

<http://www.hillsborough.wateratlas.usf.edu/upload/documents/DuckPondMgmtPlan2007.pdf>

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

<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-6-023.pdf>

Wastewater Management

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

USF has an Office of Sustainability (OoS) that coordinates sustainability initiatives and programs across the institution. The OoS is the lead office that coordinates implementation of the Climate Action Plan of the university. Supported by the Sustainability Initiatives Steering committee, the OoS work closely with the various administrative and academic units on campus and student organizations to generate and implement sustainable practices. The OoS also manages the Student Green Energy Fund that generates about \$1 million a year to support energy efficient and renewable energy projects at the university.

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Sustainability Initiative Steering Committee serves as both an advisory group and as an advocacy group that actively participates in sustainability initiatives with the Office of Sustainability staff. Both groups share a common mission and vision: to “coordinate and build partnerships for university-wide initiatives that advance the University of South Florida’s strategic goal of creating a sustainable campus

environment. To achieve this mission, we actively support faculty, staff, students, alumni, and neighborhood partners in their efforts to transform the University of South Florida into a 'Green University', where decisions, structural and routine, consider both individual and collective impacts to our campus, community, economy, and environment.

Both groups also share a common set of values and goals: "As citizen-scholar activists, we share a sustainability ethic that promotes conserving resources, reducing waste, recycling and reusing materials, finding new sources of clean energy, increasing energy efficiency, and diminishing life-cycle impacts and our consumption of greenhouse gas producing materials. We engage in this ethic of stewardship to guide the development and implementation of programs, policies, and other courses of action in the operation and management of the University of South Florida as well as its institutional teaching, research, and service commitments." The history of activities of the Sustainability Initiative Steering committee is documented on the Provost's Office website, and the evolving functions of the committee are reported on the Office of Sustainability website.

<http://www.acad.usf.edu/Office/Strategic-Initiatives/Sustain-A-Bull-USF.htm>

USF has Campus Tree Care Plan Committee that steers the greening efforts of campus in partnership with different units on campus such as Facility Planning and Construction, Physical Plant, Botanical Gardens and many others.

The Office of Sustainability is also supported by the Student Green Energy Fund that approves and monitors funded projects from the student green energy fee. This is comprised of 50% students and 50% Faculty and staff.

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

Members of Sustainability Initiatives Steering Committee include:

Kebreab Ghebremichael, Faculty and Director of the Office of Sustainability
Lakshmi Arumugam, program manager, OoS, Patel College of Global Sustainability
Sujit Chemburkar, Director: Marshall Student Center
Walter Pestrak, Assistant Director, Housing & Residential Education
George Cotter, Associate Director: Purchasing & Property
Nainan Desai, Assistant Director: Physical Plant Auxiliary Svc
Barbara Donerly, Assistant Director: Facilities Planning
Sara Hendricks, Faculty: Center for Urban Transportation Research
Elizabeth Kaplon, Program Director: Housing & Residential Education
Raymond Mensah, Director: Parking Services
Joseph Michalsky, Student Assistant: SG Executive Branch, Student Civil & Environmental Engineering
Laurie Walker, Faculty: School of Geosciences
Christina Canty, Marketing Director, USF Dining/Aramark
Eric Hunter, Director : Campus Recreation
Yu Zhang, Assistant Professor, Civil and Environmental Engineering
Scott Glaser, Sr. Associate Athletic Director, USF Athletics
Robin Ersing, Associate Professor, School of Public Affairs
Beverly Douglas, Director, Environmental Health and Safety

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

<http://patel.usf.edu/usf-office-of-sustainability/office-of-sustainability-affiliates/advisors/>

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

The Office of Sustainability coordinates and builds partnerships for university-wide initiatives that advance the University of South Florida's strategic goal of creating a sustainable campus environment.

To accomplish this mission, we actively support faculty, staff, students, alumni, and neighborhood partners in their efforts to transform the University of South Florida into a 'Green University', where decisions—structural and routine—consider both individual and collective impacts to our campus, community, economy, and environment. As citizen-scholar activists, we share a sustainability ethic that promotes conserving resources, reducing waste, recycling and reusing materials, finding new sources of clean energy, increasing energy efficiency, and diminishing life-cycle impacts and our consumption of greenhouse gas producing materials. We engage in this ethic of stewardship to guide the development and implementation of programs, policies, and other courses of action in the operation and management of the University of South Florida system as well as its institutional teaching, research, and service commitments.

Full-time equivalent (FTE) of people employed in the sustainability office(s):

3

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

<http://patel.usf.edu/usf-office-of-sustainability/>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Dr. Kebreab Ghebremichael, Director of the Office of Sustainability

A brief description of each sustainability officer position:

The Director works closely with the faculty, students, the regional campuses, the Sustainability Initiative Steering Committee, Campus Tree Care Plan Committee, and Student Green Energy Fund Council

Primary responsibilities include:

- The overall management of the Office of Sustainability,
- The development of reports, programs, and policies related to operational sustainability for university facilities and infrastructure,
- Responding to funding initiatives,
- The development and execution of a strategic communication plan, and discussion of future academic plans.

The Director works in close conjunction with Academic Affairs, which is responsible for the development of programs and policies relating to sustainability in teaching and research on campus. Lakshmi Arumugam and Eric Weaver maintain the day to day operations of the Office of Sustainability.

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

<http://patel.usf.edu/usf-office-of-sustainability/office-of-sustainability-affiliates/advisors/>

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

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

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

The Patel College of Global Sustainability has increased the number of students every year. This year the Energy Concentration was added with two new courses created. Additionally expanding the entrepreneurial concentration to include online options has been discussed as well as adding another concentration regarding the food nexus.

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

The Patel College tracks all students in each concentration, including internships and other projects. This information is published every semester.

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

Randall Pape
Academic Services Administrator
(813) 974-0185

rpape@usf.edu

Randall Pape manages the academic program, develops new curriculum, provides student advising and assists with implementing the academic initiatives of the Patel College of Global Sustainability.

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

The sustainable energy concentration provides knowledge in the growing field of renewable energy, which is expected to quadruple within a few decades creating significant employment, investment, and trade opportunities. PCGS we have made renewable energy R&D and education top priorities at the College with a focus on technology development in biofuels (ethanol, biodiesel, and green hydrocarbons) and biopower from cellulosic biomass and algae.

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

USF measures its progress by setting clear annual targets for a series of metrics and compares itself to its peer and aspirational peer institutions. These data are available at several Web sites (see links) and show trends and comparisons for many of these metrics during the last ten years.

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

The Research Council is responsible for advising the President, the Senior Vice President for Research & Innovation and other administration officials across the USF System on matters pertaining to policies and procedures intended to promote growth, excellence

and integrity in research and creative activity throughout the university community.

<http://www.usf.edu/research-innovation/about-usfri/research-council.aspx>

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

The Center for Leadership and Civic Engagement (CLCE) develops students into leaders that will make a positive difference in the world. These programs help each student discover their passion and talents, while developing their skills and understanding of leadership and active citizenship.

<http://leadandserve.usf.edu/>

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

The Center for Leadership & Civic Engagement provides Students who complete hours in the program and are in good academic standing the opportunity to receive a certificate and will have the achievement noted on their co-curricular transcript. Beginning in Spring 2008, USF will debut a co-curricular transcript program. The co-curricular transcript will allow students to certify involvement in campus life and have an official document to give to employers, grad schools, etc.

<http://involvement.usf.edu/cocurric.htm>

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

Monica Lee Miranda
Director
(813) 974-1001

mlmiranda@usf.edu

Edna Jones Miller
Coordinator
(813) 974-7912

ednamiller@usf.edu

Athena Bressack
Coordinator
(813) 974-1001

athenab@usf.edu

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

The Civic Engagement Student Board provides leadership opportunities for USF students committed to service and community engagement. Comprised of four student-led committees, this Board coordinates accessible, fun, and meaningful service events and projects for on and off campus experiences. The Civic Engagement Board affords board and committee member's leadership experiences through responsibilities that include managing event logistics, community partner relationships, and campus outreach.

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

The co-curricular transcript program allows student to track all the hours completed during their years at USF. This transcript supplements the normal academic transcript.

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

Civic Engagement Board
Director
Thomasina Watson

thomasinaw@mail.usf.edu

Days of Service Coordinator
Francis Gelormini

Joseph61@mail.usf.edu

Special Events Coordinator
Lauren McKeever

mckeeperl@mail.usf.edu
STARS Reporting Tool | AASHE

Campus Outreach Coordinator
Kattie Doran

kattie@mail.usf.edu

Community Partners Coordinator
Cassidy Heitman

Heitman1@mail.usf.edu

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

Eric,

Good to hear from you.

I think CUTR could tell you about policies to reduce emissions from mobile sources. I'd start with asking Julie Bond or Sara Hendricks. Also, there was an air emissions inventory done a few years back for USF for some sort of sustainability certification. It was led out of ESP by Bob Brinkmann and his students. I provided some expertise, but it was a while ago and I don't really remember much about it. If you contact Bob, maybe he can lead you to the contact for whatever records there are. (He is now at Hofstra University, so you'll need to use the web to get his contact info). Connie Mizak in ESP also teaches about air quality some, so maybe she will have the information?

Doing this inventory looks like it could be a good student course project for my air pollution class for a future year. Where can I find more information?

Dr. Stuart

A.L. Stuart, Ph.D.
Associate Professor
University of South Florida
Environmental and Occupational Health
Civil and Environmental Engineering

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

n/a

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

n/a

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

Policy 8.8.5: The University shall require all major new construction and renovation projects to seek USGBC LEED certification with goal of achieving Silver rating or above. Commissioning is required on all projects. The University has a target of energy saving of 15-20% above the ASHRAE 90.1-2004 Baseline.

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

At this time, USF-Tampa requires all campus buildings to be certified Silver under the U.S. Green Building Council's (USGBC) Leadership in Energy and Environmental Design (LEED) standards. Stormwater reuse is a key element within LEED. Rather than a new building contributing to the added total run-off, future buildings will harvest and reuse the stormwater from rainfall events.

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

Architecture / Engineering Services

Ray Gonzalez, R.A., Assistant Director of FP&C, Division Head of Planning & Project Management

rgonzale@admin.usf.edu

813-974-0864

813-478-2022 (Cell)

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

This is contracted out to

<http://www.aramark.com/>

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

<http://www.campusdish.com/en-US/CSS/UnivSouthFlorida/Sustainability/>

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

David Disalvo
Resident District Manager

disalvo-david@aramark.com

<http://www.campusdish.com/en-US/CSS/UnivSouthFlorida/ContactUs/USFDiningManagement.htm>

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

Green Lights Program

As part of the Green Lights Program, the University of South Florida has upgraded the lighting systems throughout the Tampa campus academic buildings with modern, high efficient electronic ballasts and energy conserving fluorescent bulbs. This program currently saves over \$1 million annually, and over 11 million kilowatt-hours annually. This project was performed and completed a few years ago.

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

<http://www.pplant.usf.edu/index.php/areas-and-services/energy-conservation>

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

Interim Vice President
Cindy Visot
Administrative Services Team

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

The Grounds department also maintains the irrigation system and sprinkler systems. The irrigation system has been automated for minimal water usage and for sustainability reasons. Recycling/Refuse. The Grounds department operates the campus recycling program and is responsible for the refuse removal.

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

<http://www.pplant.usf.edu/index.php/additional-information/sustainability-initiatives>

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

Interim Vice President
Cindy Visot
Administrative Services Team

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

The purpose of this plan is to support and encourage campus sustainability at USF and to provide guidelines, information, and resources in procuring products that will minimize negative impacts on society and the environment to the greatest extent practicable.

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

<http://usfweb2.usf.edu/purchasing/sustainability.htm>

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

George Cotter Associate Director (813) 974-3340

gcotter@usf.edu

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

Parking and Transportation Services will support the university's vision, strategies and goals by providing seamless, competitively priced parking and transportation options that anticipate and meet the needs of the university community. We will strive to be a model in the Parking and Transportation industry, by using sound business practices, and implementing current technology and training to meet the changing parking and transportation needs of the University community.

Value Statement: - Parking and Transportation Services values responsive staff that solves problems by providing knowledgeable answers and fair and balanced treatment.

Mission: - To meet individual's parking and transportation needs in order to continually enhance mobility and access to, from and within the university community.

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

<http://www.usf.edu/administrative-services/parking/about-us/index.aspx>

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

Mensah Raymond Director : Parking and Transportation Svc. Tampa

rmensah@usf.edu

813-974-0672 PSB 0101

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

Buildings / Materials and Waste Management

Sustainability improvements to the campus built environment focus on increasing a sense of place and enhancing the long-term sustainability of infrastructure systems.

- Increase efficiency of utility infrastructure for electricity, water, building materials, etc. and ensure these systems can support future growth.
- Improve campus density by maximizing building heights as appropriate to type and scope of project.
- Improve use of common interior and exterior areas.
- Expand and diversify campus-wide recycling.
- Establish a LEED Silver standard for New Buildings and Existing Buildings as funds allow.

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

7.4 Solid Waste Sub-Element Goal

The Solid Waste goal for the Tampa campus plan is to provide for future University solid waste collection and disposal requirements in a safe, cost-effective, environmentally sound and an aesthetically satisfactory manner.

Summary of Objectives and Policies

Objective 7.4.1: Coordinate with the City of Tampa and Hillsborough County in establishing an appropriate level of service for solid waste collection.

Policy 7.4.1.1: The University shall continue to assist in providing solid waste collection services for the residential and non-residential uses on campus.

Policy 7.4.1.2: The University shall establish a level of service standard for solid waste collection consistent with the Hillsborough County provision of two years of permitted landfill space at the current fill rate, plus 10 years of land under county control for purposes of solid waste.

Policy 7.4.1.3: The University shall coordinate the provision of on and off-campus solid waste collection and disposal facilities required

to meet future University needs with the host community or appropriate service provider as outlined in Element 10, Intergovernmental Coordination. USF shall pursue any interlocal agreements or memoranda of understanding necessary to ensure that solid waste collection and disposal services will be supplied to the campus to meet the future needs of the University.

Policy 7.4.1.4: Specific training shall be developed and administered to all employees who handle solid waste.

Objective 7.4.2: Define procedures to reduce University-generated solid waste and increase scope of recycling and reuse programs.

Policy 7.4.2.1: The University shall continue to take steps to reduce the quantity of solid waste generated by expanding its recycling program to include additional interior and exterior, easily accessible drop-off locations. These drop-off facilities shall be installed in the individual buildings, residential areas or in other convenient locations. The University will strive to provide, at a minimum, for the recycling of paper, corrugated cardboard, glass, plastics, and metals. Awareness programs directed toward students, faculty and staff shall be included in this recycling program.

Policy 7.4.2.2: The University shall recycle and / or salvage construction, demolition and land clearing waste as practical and possible.

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

USF Physical Plant

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

The Grounds department also maintains the irrigation system and sprinkler systems. The irrigation system has been automated for minimal water usage and for sustainability reasons.

Underground Utilities: Tampa campus design standards have been updated to have high efficiency insulation on all underground chilled water and hot water distribution piping.

Water Conservation: Many of the Tampa campus buildings have been retrofitted with motion sensing automatic faucets and flush valves. This helps prevent waste and conserves water usage.

Stormwater Pollution Prevention: Keeping Florida's waterbodies clean is essential to a healthy environment. USF has taken aggressive steps to minimize the impact to the Florida's waterbodies.

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

n/a

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

USF Physical Plant

Division of Facilities Management

Dept of Administration

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

The University endeavors to implement a university-wide, multi-faceted, comprehensive diversity program that will accomplish the following goals: Sustain diversity as a dynamic, on-going process that demonstrates appreciation for all individuals, including their differences; Promote institutional policies, practices, and initiatives that support this process; Maintain accountability regarding diversity at all levels and across programs; Evaluate the effectiveness of diversity practices for continuous improvement; Encourage thoughtful and deliberate integration of diversity into everyday practice; Prepare students for an increasingly pluralistic and democratic society; and

Empower students to compete in the global marketplace. The Diversity, Inclusion and Equal Opportunity Office and Equal Opportunity Liaisons will function as facilitators in the University's realization of these goals.

<http://www.usf.edu/diversity/diversity-inclusion/index.aspx>

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

Completed enrollment management plan:

<http://system.usf.edu/pdfs/Task-Force-Goals-SP-Action-Steps-Metrics-7-6-11.pdf>

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

USF System Provost; Associate Vice President for System Initiatives; Enrollment managers at member institutions; Financial aid officers

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

In order to create a safe and healthy learning environment and to ensure the well-being of all its students and employees, the University of South Florida System (USF System) established the Students of Concern Assistance Team (SOCAT) within all USF system institutions. The Students of Concern Assistance Team is the campus entity that accepts referrals regarding students or groups of students whose behavior is of concern to others and manages the involuntary withdrawal policy.

<http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf6.0163.pdf>

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

n/a

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

The USF Division of Environmental Health and Safety supports the mission of the USF System, including the promotion of the success of students and the advancement of research, by protecting life, property, and the environment.

EH&S promotes the principles of safety, environmental compliance, and risk management and assists the university community in achieving these outcomes through education, hazard assessment, exposure mitigation, and the responsible management of hazardous materials.

<http://www.usf.edu/administrative-services/environmental-health-safety/>

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

<http://www.ods.usf.edu/Plans/Strategic/docs/USF-Strategic-Plan-2013-2018.pdf>

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

The institution's definition of sustainability:

n/a

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

Yes

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

n/a

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

<http://system.usf.edu/>

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

Part 1

Institution's students participate in governance in one or more of the following ways:

A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one student representative on the institution's governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution's staff participate in governance in one or more of the following ways:

A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one non-supervisory staff representative on the institution's governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution's faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution's governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Nominations for positions to be filled by faculty, staff, or students on committees or councils are solicited from the USF System Faculty Council, Faculty Senates, Administration Councils, Staff Senates or Councils, and Student Governments through the appropriate Vice President. Individuals wishing to make nominations should forward the nomination form to the appropriate organization listed in this subsection. The President may specify the number of nominations to be forwarded for each vacant position:

<http://system.usf.edu/pdfs/0-003-councils-and-university-wide-standing-comte-appts.pdf>

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:

USF Board of Trustees Work Group on Academics and Campus Environment NOTES

May 22, 2014, 12:30 – 3:00 PM, Marshall Center MSC 3707

I. Call to Order and Comments Trustee Brian Lamb called the meeting to order at 12:38 PM, and welcomed the newest Trustee Jean

Cocco, Student Government President. Trustee Cocco said that it was an honor to serve and to represent the more than 40,000 USF students:

<http://system.usf.edu/board-of-trustees/academic-and-campus-environment/2014-ACE/August-28-2014>

[/ACE-May-22-2014-notes.pdf](#)

Student Government leaders are elected annually:

<http://sg.usf.edu/branches/legislative/president/>

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:

A student is a full voting member on the USF committees for decision-making.

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:

Safety Committee. The AFSCME local union president will appoint one employee to serve on the University-wide safety committee.
Health Insurance Committee. The UFF-USF-GAU President will appoint one (1) employee to serve on the University's Student Health Insurance Committee.

<http://usfweb2.usf.edu/human-resources/collective-bargaining/index.asp>

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

The Board of Trustees shall be composed of thirteen persons, six members appointed by the Governor of the State of Florida and five members appointed by the Board of Governors. The other two members shall be (1) the elected representative of the University of South Florida System Student Advisory Council and (2) the President of the University of South Florida System Faculty Council.

<http://system.usf.edu/board-of-trustees/pdfs/Operating.procedures.revised.pdf>

Elections for all statewide UFF offices and all delegates to the FEA Representative Assembly and the NEA Representative Assembly, shall be by plurality vote:

<http://www.unitedfacultyofflorida.org/bylaws.shtml>

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:

All members of the board have full voting rights in all actions as noted in agendas and minutes:

<http://system.usf.edu/board-of-trustees/meetings/index.asp>

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

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

Nominations for positions to be filled by faculty, staff, or students on committees or councils are solicited from the USF System Faculty Council, Faculty Senates, Administration Councils, Staff Senates or Councils, and Student Governments through the appropriate Vice President. Individuals wishing to make nominations should forward the nomination form to the appropriate organization listed in this subsection. The President may specify the number of nominations to be forwarded for each vacant position:

<http://system.usf.edu/pdfs/0-003-councils-and-university-wide-standing-comte-appts.pdf>

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

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

Nominations for positions to be filled by faculty, staff, or students on committees or councils are solicited from the USF System Faculty Council, Faculty Senates, Administration Councils, Staff Senates or Councils, and Student Governments through the appropriate Vice

President. Individuals wishing to make nominations should forward the nomination form to the appropriate organization listed in this subsection. The President may specify the number of nominations to be forwarded for each vacant position:

<http://system.usf.edu/pdfs/0-003-councils-and-university-wide-standing-comte-appts.pdf>

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:

All members of the board have full voting rights in all actions as noted in agendas and minutes:

<http://system.usf.edu/board-of-trustees/meetings/index.asp>

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

<http://system.usf.edu/system-overview/organizational-charts.asp>

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

Jose Hernandez

Chief Diversity Officer/Associate Vice President
Diversity and Equal Opportunity Office

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
 - Staff
 - Faculty
 - Administrators
-

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The Diversity Network is a structure that supports comprehensive institutional diversity and equal opportunity programs and initiatives under the auspices of the Diversity and Equal Opportunity Office (DEO) and the Office of the Provost.

The Diversity Network strengthens the diversity infrastructure to facilitate meeting USF's strategic goals related to diversity and equal opportunity, as well as provide technical assistance and support to University professionals engaged in diversity and equal opportunity initiatives.

The benefits of the Diversity Network are:

- Improve linkages between, and among diversity/equal opportunity programs University wide
- Maximize communication and dialogue about diversity/equal opportunity programs and initiatives university wide
- Enhance diversity/equal opportunity programs and initiatives as a result of increased collaboration, dissemination and consolidation of activities
- Serve as ongoing focus group on diversity/equal opportunity issues for the university community
- Increase awareness of diversity/equal opportunity resources university wide
- Develop leaders in diversity/equal opportunity

The chief Diversity Officer at USF is Dr. Jose Hernandez. He is:

Responsible for the development, administration, and coordination of a University-wide system that will leverage and sustain diversity at USF.

Provides leadership towards USF's goal to enhance its transformation into a higher education institution that embraces and values diversity.

Primarily responsible for ensuring compliance with USF policies guaranteeing equal opportunity, access, and equity.

Oversee the development of a comprehensive system change that will ensure that diversity and equal opportunity become an integral part and a key component in the success of USF.

Primarily responsible for the development and administration of a comprehensive range of educational programs that will raise awareness about diversity and equal opportunity and will promote development of skills that will enhance the ability of faculty, staff, and students to live, work, and interact productively in a diverse community.

Assumes a major advisory role to the President, the Provost, Vice Presidents and Deans. Also, represents the interests of the University in interactions with the local community and with State and Federal regulatory bodies.

Members of the diversity and equity committee include:

Jose Hernandez, Chief Diversity Officer

Patsy Feliciano - Director of Diversity and Inclusion

Camille Blake, Director EO and Compliance

Rhonda Ferrell-Pierce - Diversity and EO Consultant

Joseph Anastasio-Diversity and EO Consultant

Chai Demoulin, Executive Administrative Specialist

Janet Cullen - Website Administrator

The full-time equivalent of people employed in the diversity and equity office:

9

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://usfweb2.usf.edu/eoa/default.asp>
STARS Reporting Tool | AASHE

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

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the cultural competence trainings and activities:

The Diversity and Equal Opportunity Office invites University personnel to register for Diversity Education Seminars with no fee. Participants can register online with Talent Management and seminars can be scheduled for specific departments upon request.

DEO offers the following FREE workshops to our F&S through Talent Management (HR):

- **The Value of Diversity (DIV113): Program Overview:** This workshop is designed to discuss the importance of valuing diversity in all forms and educate on useful strategies to produce inclusive workplaces and positive learning environments.
- **Sexual Harassment Awareness (DIV103): Program Overview:** This two-hour seminar addresses the compliance requirements of the USF Policy prohibiting sexual harassment.
- **Coping with Diverse Styles: Program Overview:** This workshop is designed to evaluate the concepts of conflict and respect, and identify strategies to properly address conflict in the workplace.
- **Diversity@Work: Communicating Effectively (DIV114): Program Overview:** This workshop discusses the importance of culture in interpersonal communication and the positive work environment effective cross-cultural communication produces.
- **Disability Etiquette (DIV109):** This 3 hour workshop is an interactive and experiential training that will simulate barriers encountered by people with disabilities. communication techniques for interactions with people with hearing, vision, mobility, learning, speech, mental health and cognitive disabilities will be shared.
- **Understanding Generational Differences in the Workplace (DIV116):** This workshop discusses the importance of increasing individual knowledge and appreciation of cross generational differences by building inter-generational understanding.
- **Expand your Global Perspective (DIV117): Program Overview:** Today’s offices are looking for individuals who are leaders in local effectiveness and global efficiency. This workshop is designed to prepare individuals to function effectively in our global community.

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

http://usfweb2.usf.edu/eoa/deo_calendar/seminars.asp

Assessing Diversity and Equity

Responsible Party

Jose Hernandez

Chief Diversity Officer/Associate Vice President
Diversity and Equal Opportunity Office

Criteria

Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:

1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts
-

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

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

Yes

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

Each college within the university has a structure in place, often in the form of a diversity committee or workgroup, that serves to assess attitudes about diversity and uses assessment results in to shape future programs, policies, and initiatives.

One example of an assessment administered by The College of The Arts (CoTA) is the College-wide Diversity Climate Survey. In the fall of 2007, the College of The Arts' Faculty Advisory Council (FAC) and the Diversity Advisory Workgroup (DAW) held a meeting to consider how to address retention and diversity issues regarding under represented faculty and staff. A representative from the University's office of Diversity and Equal Opportunity (DEO) also attended this meeting to ensure diversity policies were being upheld by both groups. At this meeting, members of both the FAC and DAW decided to expand the DAW membership to include representation from the FAC. The DAW is now comprised of faculty and staff from all units in the college; it incorporates the elected membership of the FAC, the appointed membership of the original DAW, and the expressed interest of additional faculty and staff who participate in the expanded DAW group.

In the discussions of a means to identify and understand the questions of retention for the college, it was suggested that the college conduct a diversity climate survey. The Group worked with DEO to develop two survey instruments for the task. One survey instrument was administered to Faculty and the other administered to Staff. Both surveys were administered in April and May of 2008 with responses sent by the individual faculty and staff to the DEO office for summarization. Once the DEO office had summarized the data, members of the DAW developed the attached report drawn from these summaries. Response rates to the survey were: 53% response from staff 31/58 and 40% from faculty 53/131.

A campus wide survey was administered in 2002, please see:

http://usfweb2.usf.edu/eoa/documents/ccs_exec_summary.pdf

Has the institution assessed student diversity and educational equity?:

Yes

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

The USF System includes three separately accredited institutions by the Commission on Colleges of the Southern Association of Colleges and Schools: USF, USF St. Petersburg, and USF Sarasota-Manatee. USF consists of the main doctoral research campus in Tampa which includes USF Health, and the College of Marine Science which is physically located in St. Petersburg.

The Annual Florida Educational Equity Report is prepared by the Equity Report Committee (Appendix A), submitted by USF's Chief Diversity Officer (CDO), approved by the President and approved by the USF System's Board of Trustees (UBOT). In addition, the report is presented to the Academics and Campus Environment (ACE) Workgroup, a subcommittee of the University Board of Trustees (UBOT), before it is approved by the full UBOT. This year, the report will be presented to the ACE Workgroup on August 28, 2014, with the aim of final approval at the UBOT's September 4, 2014 meeting. Once approved by the UBOT, a written certification of the approval will be sent to the Florida Board of Governors.

<http://system.usf.edu/board-of-trustees/academic-and-campus-environment/2014-ACE/August-28-2014>

[/Florida%20Equity%20Report%208-22-2014.pdf](#)

Has the institution assessed employee diversity and employment equity?:

Yes

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

The Diversity Advisory Groups developed a diversity report for 2009 for different categories for the College of Arts): 1) Full time OPS, Staff and administration and ii) Faculty and academic administration. Based on the analysis and recommendation , USF will remain committed to finding ways of making the institution a place of inclusiveness, dignity, respect; and it will continue to create climate surveys to make sure the voices of all faculty and staff are being heard.

The DAW plans to continue efforts to bolster the participation of faculty and staff in addressing diversity issues through mentoring

programs, workshops aimed at raising awareness of diversity and its needs, and celebrating how our diversity is reflected throughout our College programs and community.

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

Yes

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

USF has formulated and publicly stated its mission with supporting goals and objectives to foster an environment consistent with its values and prevailing ethical standards engaged in an intensive, transparent strategic planning process that produced a clear set of goals with measurable objectives and attendant indicators.

See sample:

<http://health.usf.edu/publichealth/accreditation/criterionI/Criterion%20I.pdf>

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

<http://www.arts.usf.edu/content/templates/?z=54&a=489>

Support for Underrepresented Groups

Responsible Party

Jose Hernandez

Chief Diversity Officer/Associate Vice President
Diversity and Equal Opportunity Office

Criteria

Part 1

Institution has mentoring, counseling, peer support, academic support, or other programs in place to support underrepresented groups on campus.

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

"---" 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:

ORGANIZATIONS:

Please see

http://usfweb2.usf.edu/eoa/student_orgs.asp

and

<http://ctr.usf.edu/multicultural/mccorgs.htm>

for complete lists.

African Students Association (ASA)

Purpose: To educate and inform USF about African and to assimilate African students.

Meeting Times: Thursdays at 7:30 pm (MSC 3711)

Website:

www.ctr.usf.edu/asa

Email:

asausf@yahoo.com

Association of Filipino Students (AFS)

Purpose: To promote the Filipino culture among all students at USF. Encourage academic, social interaction, raise culture, political awareness.

Meeting Times: Bi-weekly at 5 pm (MSC 3705)

Website:

www.usfafs.webs.com

Email:

rbalmes@mail.usf.edu

Black Student Union (BSU)

Purpose: Promote racial/ethnic interaction between and among the different ethnic groups at the University of South Florida. Through promoting relations between Black students and other students by providing cultural and social forums and activities, we hope to improve the realtions between the different ethnic groups by knocking down the wall of ignorance and building a bridge of understanding

Meeting Times: Thursdays at 5:00 pm (MSC 3709)

Website:

www.ctr.usf.edu/bsu

Email:

bsu.president@gmail.com

Bollywood Dance Club (BDC)

Purpose: To teach Bollywood-style dancing.

Meeting Times: N/A

Website: N/A

Email:

kkhokar@mail.usf.edu

BullRaiser (BR)

Purpose: The purpose of BullRaiser is to introduce and engage students in philanthropy at the University of South Florida. Student leaders will plan and executive strategic philanthropic programs that raise funds for student scholarships and other areas that positively assist students.

Meeting Times: N/A

Website: N/A

Email:

usfbullraisers@gmail.com

Campus Advent (CA)

Purpose: N/A

Meeting Times: Friday at 7 pm (MSC 4103)

Website:

www.facebook.com/group.php?gid=130227117840&ref=search

Email:

aashleyghealth@usf.edu

Caribbean Cultural Exchange (CCE)

Purpose: Promote cultural awareness on USF campus

Meeting Times: Wednesdays at 5:30 pm (MSC 2707)

Website:

www.ctr.usf.edu/cce

Email:

usf_cce@hotmail.com

Club Creole (CC)

Purpose: To dispel the negative stereotypes and myths about Haiti and its people and to promote our culture at USF and the Tampa Bay Community at large.

Meeting Times: Fridays at 5:00 pm (MSC 3709)

Website:

www.ctr.usf.edu/clubcreole

Email:

clubcreole@gmail.com

Cuban American Student Association (CASA)

Purpose: The Cuban American Student Association is focused on promoting a pluralistic and democratic Cuban society. Its mission is to unite students around a cause of a free Cuba. Also the abbreviation of CASA means home in Spanish. CASA is an organization where students at the University of South Florida experience a home away from home.

Meeting Times: Wednesdays at (MSC 2702)

Website:

www.casausf.com

Email:

casausf@gmail.com

Dominican American Student Association (DASA)

Purpose: To express and give knowledge to students about the Dominican Culture.

Meeting Times: Every other Wednesday at 6:00 pm (MSC 3711)

Website: N/A

Email:

dasausf@gmail.com

Fanm Kreyol, Inc. (FK)

Purpose: To promote more Haitian women as leaders and role models.

Meeting Times: Sunday at 7:30 pm (MSC 3708)

Website: N/A

Email:

fanmkreyol2008@yahoo.com

GLBT and Allied Pre-Medical Student Association (GLBTA Pre-Med)

Purpose: To provide the GLBTA Pre-Medical students a safe area to talk about applying to graduate school as GLBTA students as well as offer them resources.

Meeting Times: Every Other Wednesday at 6 pm (MSC 3713)

Website: N/A

Email:

glbtapmsa@gmail.com

Jamaican Alliance Movement (JAM)

Purpose: To promote the Jamaican culture.

Meeting Times: Tuesday at 7 pm (MSC 4103)

Website: N/A

Email:

kmmclea4@mail.usf.edu

Latin American Student Association (LASA)

Purpose: To encourage and support the integration of Hispanic Students at the University of South Florida. This is accomplished through educational, cultural and social programs by the organization.

Meeting Times: Tuesdays at 5:30 pm (MSC 3709)

Website:

www.ctr.usf.edu/lasa

Email:

lasausf1986@gmail.com

Mexican American Student Association (MASA)

Purpose: To promote Mexican cultural awareness, provide a network and support system for students at USF through academic and personal development, and promote multicultural awareness through the incorporation of all students regardless of ethnicity, and presenting programs to aid tolerance and the interaction with other Hispanic and multicultural organizations.

Meeting Times: Tuesdays at 5:30 pm (MSC 3708)

Website:

www.ctr.usf.edu/masa

Email:

jtapia2@mail.usf.edu

Muslim Students' Association (MSA)

Purpose: To promote a sense of community between the Muslims and Non-Muslims through education as well as provide an environment for the development and the networking of the Muslims on campus

Meeting Times: Fridays at 4:30 pm (MSC 3708)

Website:

www.ctr.usf.edu/msa

Email:

bullsmsa@gmail.com

Minority Pre-Professional Science Society (MPSS)

Purpose: To promote minority student interest in careers in the health professions and natural sciences.

Meeting Times: Thursday at 5 pm (MSC 3705)

Website:

www.ctr.usf.edu/mpss

Email:

usfmpss@gmail.com

National Council of Negro Women, Inc. (NCNW)

Purpose: The purpose of the National Council of Negro Women, Inc. at the University of South Florida is to lead, develop, and advocate for women of African descent as they support their families and communities.

Meeting Times: 2nd and 4th Sunday of Every Month at 3 pm (MSC 3709)

Website: N/A

Email:

usfncnw@gmail.com

National Society of Leadership and Success (NSLS)

Purpose: N/A

Meeting Times: N/A

Website: N/A

Email:

matrell@mail.usf.edu

Pakistani Student Organization (PSO)

Purpose: To bring cultural awareness at USF. Representing Pakistan via culture, service, and traditions.

Meeting Times: N/A

Website: N/A

Email:

nmahid@mail.usf.edu

Progressive Black Men, Inc. (PBM)

Purpose: To eradicate the negative stereotypes placed upon those of African descent, especially males.

Meeting Times: Sunday at 3 pm

Website:

www.pbm1989.org

Email:

usfpbm@gmail.com

P.R.I.D.E. Alliance (PRIDE)

Purpose: To inform students about LGBT issues and information. Also to be a safe haven for LGBT and ally students on campus.

Meeting Times: Thursday at 7 pm (MSC 2709)

Website:

www.ctr.usf.edu/pride

Email:

usfpridealliance@gmail.com

Relentless Dance Troupe (RDT)

Purpose: N/A

Meeting Times: N/A

Website: N/A

Email:

ccrowde2@mail.usf.edu

Responsible Education and Action on Campus Health (REACH)

Purpose: The purpose of REACH is to present University of South Florida students with important health and wellness information. Health and wellness issues addressed by REACH include safer sex, alcohol and other drugs, sexually transmitted infections, contraception, interpersonal communication, and general college health.

Meeting Times: Friday at 10:30 am (MSC 1504)

Website:

www.wellness.usf.edu

Email:

lgatto@mail.usf.edu

SISTUHS, Inc. (SISTUHS)

Purpose: SISTUHS, Inc. is a community service organization that aims to develop local leadership to respond to the community's needs while positively enhancing the image of African-American women.

Meeting Times: Bi-Weekly at 4 pm (MSC 3711)

Website:

www.sistuhs.org

Email:

usf_president@sistuhs.org

Students of India Association (SIA)

Purpose: Students of India Association brings together the culturally diverse Indian student community at USF, Tampa, and intends to join hands with other cultural organizations to create a cordial and cultural atmosphere.

Meeting Times: Wednesday at 9 pm (MSC Food Court)

Website:

siausf.org

Email:

sia_usf@yahoo.com

Students Veterans Association (SVA)

Purpose: Helping veterans.

Meeting Times: Tuesday at 4 pm (MSC 2702)

Website: N/A

Email:

sva@mail.usf.edu

USF's Gospel Choir (GC)

Purpose: To be the spiritual leader of the student body and to provide an atmosphere that encourages and directs students interests toward spiritual environments.

Meeting Times: Thursday at 9:30 pm (MSC 3709)

Website: N/A

Email:

rfunderb@mail.usf.edu

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

<http://usfweb2.usf.edu/eoa/default.asp>

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:

There are several programs or groups that support underrepresented groups. These include:

Affinity Groups (

<http://usfweb2.usf.edu/eoa/affinity.asp>

):

Asian Alliance For information contact: Dr. Arun Kumar, co-chair 813-974-2476, Dr. Paul Bao, co-chair 863-667-7076, LAC 1192

Black Faculty and Staff Association For information contact: Ms. Fannie Green Interim President, 974-9138, TAR 230, monthly meetings

Latinos Association, USF For information contact: Dr. Leonor O'Relly, Chair 974-4985. NEC 116, monthly meetings

LGBT Community at USF For information contact: Dr. Karen Berkman, 974-2532, MHC 2113A,
See Committee on Issues of Sexual Orientation and Gender Identity under Presidential Advisory Committees

Women's Community at USF For information contact: Ms. Mary Clift 974-6951, SVC 4010
See Women Status Committee under Presidential Advisory Committees

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

<http://usfweb2.usf.edu/eoa/affinity.asp>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

No

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Support for Future Faculty Diversity

Responsible Party

Jose Hernandez

Chief Diversity Officer/Associate Vice President
Diversity and Equal Opportunity Office

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
 - Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
-

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution's programs that help increase the diversity of higher education faculty:

Best Practices for Equal Opportunity Liaisons

The work of Equal Opportunity Liaisons shall consist of assisting their administrators, deans, vice presidents, chairs, directors, in developing and implementing an effective and responsive Equal Opportunity and Equity Accountability Program. Including

- 1) Ensuring compliance with the USF Faculty, A&P, and USPS Recruitment and Selection Guidelines
- 2) Assisting in the organization of the Search Committee
- 3) Briefing Search Committee on the Equity Accountability Plan and Affirmative Action Plan of the Hiring Unit
- 4) Facilitating compliance of Hiring Authorities and Search Committees with Equal Opportunity policies
- 5) Assessing the acceptability of applicant pool.
- 6) Assisting in the recruitment of members of the protected classes.
- 7) Reviewing search plans for compliance with the Recruitment and Selection Guidelines and the Equal Opportunity Policy of the University.
- 8) Monitoring recruitment, screening, and interviewing processes.
- 9) Referring to DEO applicants who believe that they have been subjected to discrimination.
- 10) Reviewing Hiring Reports for compliance with Recruitment and Selection Guidelines and with college and university procedures.

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

http://usfweb2.usf.edu/ea/eol_bestpractices.asp

Affordability and Access

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

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:

USF is a part of the College Reach-Out Program, a statewide program designed to increase the number of students who successfully enter and complete a postsecondary institution. The program's primary objective is to strengthen the educational motivation and preparation of low-income and educationally disadvantaged students in grades 8 through 12, representing various cultural backgrounds, who ""otherwise would be unlikely to seek admission to a community college, state university or independent post secondary institution without special support and recruitment efforts.Please see:

<http://www.ugs.usf.edu/crop/crop.htm>

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

The Teacher Education Assistance for College and Higher Education Grant Program (TEACH) provides up to \$4,000 a year in grants to students who are willing to commit to teach full time in a high-need field at a low income school. Please see:

http://usfweb2.usf.edu/finaid/gift_aid/teach.aspx

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

The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. Upward Bound provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Tutoring, counseling, mentoring, cultural enrichment, and work-study programs also are supported.

Benefits of Upward Bound include:

- Academic Support
 - ACT/SAT Prep
 - Free Tutoring
 - College Campus Visits
 - Cultural Activities
 - Community Service
 - Financial aid information and workshops
 - Stipends for attending weekly meetings and completing academic units
 - No cost to participants
- Please see:

<http://www.ugs.usf.edu/upbound/eligibility.htm>

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

USF has several scholarships to assist low-income students. One example is the Dr. Israel "Ike" Tribble Jr. Endowed Scholarship, established to assist outstanding disadvantaged and/or minority students who have proven themselves academically but lack financial resources to attend the University of South Florida. Applicants must have demonstrated financial need as documented on the Free Application for Federal Student Aid (FAFSA), and meet the University of South Florida's established GPA for merit based aid. Awards are disbursed in fall and spring semesters only, and are non-renewable, although students may reapply for subsequent years.

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

The University of South Florida provides a world of opportunity for a select number of students who possess the desire to succeed. For some students, this desire may not be completely reflected in their high school record. The University recognizes the potential for success in these students and helps make their academic goals a reality through our Freshman Summer Institute. The program provides access to a university education for promising students from first generation and/or limited income families and identifies qualified individuals through a review of admission applications, academic records, and family income as determined by the Free Application for Federal Student Aid (FAFSA). At the FSI Information our staff will provide a program overview for parents and students, discuss course placement, housing and dining contracts, collect financial aid documents, and describe check-in procedures, Please see:

<http://www.ugs.usf.edu/fsi/fsi.htm>

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

ENLACE at USF encourages and supports first-generation Latino and other underrepresented students for a smooth and successful transition from high school to college. ENLACE hosts a breakfast with the Latino student organizations where students immediately get to meet administrators and other students. During the first semester participants have access to an academic advisor/counselor who will assist with any academic or personal concern the students may have. As semester moves along, they will have the opportunity to get involved with the ENLACE program and the different activities it sponsors. Please see:

<http://www.ugs.usf.edu/enlace/enlace.htm>

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

The Student Support Services Program (SSS) is a federally funded two-year retention program that provides effective academic and personal support for a diverse student population. The program is designed to significantly increase the retention and graduation rates of its participants.

Student Support Services provides excellent academic advising and monitoring, individual counseling, college survival seminars, pre-registration, tutorial services, mid-term assessments, social and cultural enrichment programs, a laptop loan program, computer lab, and activities that broaden career perspectives and promote self-confidence.

The program and its staff are committed to providing proactive, comprehensive, and innovative services to enhance students' success at USF, Please see:

<http://www.ugs.usf.edu/sss/sss.htm>

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

The University of South Florida is committed to fostering a campus culture that advocates for and supports a variety of mentoring opportunities for students. We believe that mentoring programs are one of the best ways to help students get connected to USF and develop the skills, knowledge, and resources necessary to persist to graduation. The Mentoring @ USF program is a central resource for students, faculty, staff, and community members to learn more about mentoring opportunities and find ways to get connected.

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

The USF Latino Scholarship Program which is a group of university-wide financial need based scholarships that are funded by the Tampa Bay area Latino community and others interested in issues affecting the Latino community, and is designed to assist USF in achieving and sustaining the education benefits of diversity and increasing the number of USF students interested in issues affecting the Latino community and/or likely to give back to the Latino community after graduation. Students must have a minimum 3.0 GPA as calculated by USF; graduate from an accredited high school in Hillsborough, Pinellas, Polk, Manatee, Pasco, Hernando, or Sarasota; and demonstrate financial need as documented by the Free Application for Federal Student Aid (FAFSA). Strong consideration will be given to students who are fluent in Spanish and are the first generation in their family to attend college. Students need not be Hispanic to apply for or receive this scholarship. Please see:

<http://usfweb2.usf.edu/latscholar/>

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

USF students can find part-time employment in the form of Federal Work-Study, USF OPS or internships by contacting the Career Center at (813) 974-2171. This is located in SVC 2088.

<http://www.usf.edu/career-services/>
STARS Reporting Tool | AASHE

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 Preschool for Creative Learning (PCL) is the Educational Research Center for Child Development at the USF College of Education. As a laboratory school, the PCL brings USF faculty, graduate students, classroom teachers, and pre-service teachers together with children and families to create innovative early childhood education programs by engaging in collaborative research.

A brief description of other policies and programs to support non-traditional students:

Child Care

Three professionally staffed and educationally centered on-site child care centers at competitive rates. All three are NAEYC accredited

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

No

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---
The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

<http://www.ugs.usf.edu/sss/sss.htm>

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

Part 1

Institution's employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or "living wage") standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution's employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution's locality. The standard may be formal (e.g. a "living wage" ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

Submission Note:

USF has on-site child care facilities.

1) USF Family Center - The center opened its doors to serve the children and families of the University of South Florida staff, faculty and students in 1998. It now welcomes affiliate and community children. The center earned NAEYC accreditation, the mark of quality. In each classroom, from infants to Pre-K, highly skilled teachers provide the environment and experiences from which children learn and grow. Its mission is to provide a caring and nurturing environment where children can learn and develop. The USF Family Center is conveniently located on The University of South Florida campus. Please see:<http://child-care-preschool.bright Horizons.com/FL/Tampa/usf/>

2) USF Preschool for Creative Learning - The Preschool for Creative Learning (PCL) is a partner of the University of South Florida College of Education's Early Childhood Education Program. The Preschool serves children 2 - 5 years of age whose parents are students, faculty and staff of the University of South Florida, or from the community at large, please see:
<http://www.coedu.usf.edu/main/auxiliary/pcl/Home.html>

USf has socially responsible investment option for retirement plans:

USF has several vendors who provide a variety of investment options for retirement plans. Several have options that are socially responsible. For example,

1) Valic offers three options: - Valic offers three options: - USF Supplemental TSA 403(b): Global Social Awareness Fund (Pinebridge Investments) and Socially Responsible Fund (SunAmerica) - State of Florida Deferred Compensation 457(b): Calvert Social Investment Equity A;

2) ING offers the Neuberger Berman Socially Responsive Fund and

3) TIAA-CREF offers the CREF Social Choice account and the TIAA-CREF Social Choice Equity fund. The Social Choice account is a balanced portfolio, consisting of two asset classes, Stocks and Bonds. The Social Choice Equity fund normally invests at least 80% of its assets in equity securities. Both give special consideration to having a screen to eliminate investments that are not considered socially responsible.

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

Number of employees:

15,684

Number of staff and faculty covered by sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements:

14,940

Does the institution have employees of contractors working on-site as part of regular and ongoing campus operations?:

Yes

Number of employees of contractors working on campus:

14,940

Number of employees of contractors covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements:

14,940

A brief description of the sustainable compensation standards, guidelines, or policies; and/or collective bargaining agreements covering staff, faculty and/or employees of contractors:

Classification and Compensation is responsible for the pay and other terms of employment for Administration, Staff and Temporary positions at USF. To help ensure consistency in the application of these terms of employment, USF has established a classification structure.

One of the most important functions of the Classification Team is determining whether a position is properly classified as exempt or non-exempt under the Fair Labor Standards Act. FLSA requires that most employees in the United States be paid at least the federal minimum wage for all hours worked and overtime pay at time and one-half the regular rate of pay for all hours worked over 40 hours in a workweek. A special provision of FLSA for public agency employers like USF allows use of compensatory time off at a rate of not less than one and one-half hours for each overtime hour worked instead of cash overtime pay.

Every Staff and Administration job at USF has a position description which includes its formal title, department, primary purpose, essential functions, qualifications, and other significant characteristics. In the classification process, a position description is prepared by a supervisor or manager, reviewed by administrators, and submitted to HR where it is associated with a formal job classification.

Every new job is assigned a position number and classified by HR before it is filled. When duties change significantly, jobs are reclassified by HR. During the classification process, the exemption status under the federal Fair Labor Standards Act is also evaluated. Therefore, evaluation of sustainable wages is ongoing.

Although USF requires that contractors comply with the Davis-Bacon Act, the university does not evaluate the wages and benefits policies and guidelines for the employees of contractors operating on campus.

Employees had not received across the board increases in several years due to reduction in state funding and the economic recession. This year, when resources were available, the lowest paid workers received a higher percentage increase than the more highly compensated employees to ensure a more sustainable wage. In addition, benefits, both individual and family, have been provided for all employees working over 30 hours per week effective January 1, 2014.

Does the institution wish to pursue Part 2 of this credit (assessing employee compensation)?:

No

Number of staff and faculty that receive sustainable compensation:

Number of employees of contractors that receive sustainable compensation:

A brief description of the standard(s) against which compensation was assessed:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, full-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid regular, part-time employees:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular) staff:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid temporary (non-regular, adjunct or contingent) faculty:

A brief description of the compensation (wages and benefits) provided to the institution's lowest paid student employees (graduate and/or undergraduate, as applicable):

The local legal minimum hourly wage for regular employees:

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of faculty and staff?:

Yes

Does the institution offer a socially responsible investment option for retirement plans?:

Yes

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

<http://usfweb2.usf.edu/human-resources/class-comp/flsa.asp>

Assessing Employee Satisfaction

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted an employee satisfaction and engagement survey or other evaluation that meets the criteria for this credit?:

Yes

The percentage of employees (staff and faculty) assessed, directly or by representative sample:

100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

The university recognizes the importance of performance management and is committed to providing employees with regular, timely and valuable feedback regarding their performance. It is an expectation that employee performance will align with the universities strategic plan, vision, mission values and goals.

The performance management process is a collaborative effort between supervisors and employees, which includes performance planning and goal setting, day-to-day coaching and feedback, periodic performance check-ins and formal performance review.

A performance evaluation required for all new Staff employees' by the first six months of service. It should be completed within 30 days prior to the end of the initial probationary period or promotional probationary period. An employee shall receive a performance rating of "Achieves" or higher before attaining permanent status in the job class.

All full-time faculty, Administrative and Professional (A&P) employees, and staff (but not OPS employees) at the Tampa campus were administered the online survey by email between February and March, 2010. Faculty and staff who did not have email addresses at that time were sent questionnaires through the campus mail.

The main objective of this Climate Survey, like the one administered in 2002, is to use the results as a part of USF's strategic planning process to enhance diversity and the overall campus climate. USF administrators are particularly interested in determining the extent and nature of any changes that have occurred since an initial Campus Climate Survey was conducted in 2002, and then, on the basis of these findings, seek ways to improve diversity and climate.

A total of 2,201 out of 6,060 faculty, A&P, and staff employees on the Tampa campus responded to the survey for an overall response rate of 36.3%, which is similar to the response rate of the 2002 USF Campus Climate Survey.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

USF Diversity, Inclusion and Equal Opportunity works very closely with the faculty and staff to address issues raised overtime. The Diversity Network strengthens the diversity infrastructure to facilitate meeting USF's strategic goals related to diversity and equal opportunity, as well as provide technical assistance and support to University professionals engaged in diversity and equal opportunity initiatives. It also organizes training sessions to faculty and staff on the different issues and support them in many different ways.

The year the employee satisfaction and engagement evaluation was last administered:

2,015

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

<http://health.usf.edu/publichealth/hr/performance-management.htm>

Wellness Program

Responsible Party

Sharreen Boone

Director

Benefits and Payroll

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 University of South Florida Employee Assistance Program (EAP) is a service program designed to assist employees with personal, family, or workplace concerns. The EAP professional staff seeks to enhance the emotional functioning of employees and to respond to the needs of faculty and staff through various educational and psychological interventions including assessment, crisis intervention, psychological counseling, substance abuse services, couples counseling, career counseling, seminars, consultation, and information/referral services.

USF student Health Services strives to provide high-quality healthcare in a manner that is culturally respectful, fiscally responsible, and developmentally appropriate. It combines a wide range of medical, counseling, prevention, and wellness services to help support students so that students can be personally and academically healthy and successful (

<http://www.usf.edu/student-affairs/student-health-services/about-us/aboutshs.aspx>

).

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

<http://usfweb2.usf.edu/human-resources/eap/index.asp>

Workplace Health and Safety

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

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	0	0
Full-time equivalent of employees	16,421	15,215

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

	Start Date	End Date
--	------------	----------

Performance Year	Oct. 1, 2013	Sept. 30, 2014
Baseline Year	Oct. 1, 2007	Sept. 30, 2008

A brief description of when and why the workplace health and safety baseline was adopted:

The goals of the Occupational Health and Safety Program (OHSP) at the Florida Department of Health are to characterize work-related injuries and illnesses and to use this information to inform prevention activities that will improve the health and safety of Florida’s workforce. The OHSP is funded by a grant from the National Institute of Occupational Safety and Health (NIOSH).

<http://www.floridahealth.gov/%5C/environmental-health/occupational-health/index.html>

A brief description of the institution’s workplace health and safety initiatives:

USF has several programs to ensure health and safety of its workers and students.

Some of the services include:

Counseling Center

The Counseling Center offers comprehensive psychological services to help students navigate the challenges of college life and take advantage of opportunities for personal growth. Learn about the psychological services, workshops, counseling and treatment programs available.

Student Health Services

Student Health Services offers a variety of healthcare services, including general medical care, immunizations, nutrition counseling, smoking cessation, laboratory services, allergy shots, travel health and a full-service pharmacy

Wellness Education

At the Wellness Center in the Marshall Student Center, you can meet with a registered dietitian, get a blood pressure screening, pick up free condoms and gather information on a variety of health and wellness topics. Learn about programs to maximize your wellbeing.

Victim Advocacy & Violence Prevention

USF’s dedicated team of victim advocates will confidentially assist any crime victim with on-campus and community support services and resources. Additionally, students can participate as peer educators in outreach programs

Emergency and Safety Management

The safety of students, faculty, staff and visitors is a top priority at USF. Learn about the various initiatives, emergency notification systems and programs in place to ensure the safety of every member of the USF community.

SAFE Team

Each year the SAFE Team provides thousands of students safe travel from one campus location to another, via escort, between the hours of 6:30 pm and 2:30 am daily. Learn more about the SAFE Team.

University Police

The University Police Department is a full-service law enforcement agency serving and protecting the university community. Officers patrol the campus and surrounding areas 24/7. Learn more about the USFPD, get activity reports and more.

The website URL where information about the institution's workplace health and safety initiatives is available:

<http://www.usf.edu/campus-life/health-safety.aspx>

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Sustainable Investment
Investment Disclosure

Committee on Investor Responsibility

Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

University response: The governance of the University's investment portfolio and oversight of the 9 DSO investment portfolios is the responsibility of the USF Investment Committee. This Committee's authority and duties are described in the USF Investment Policy adopted by the University Board of Trustees. Membership of the Committee, appointed by the Trustees, is influenced strongly by the independence structures recommended by the SEC and Sarbanes-Oxley bill. A copy of this Policy, adopted in December 2006, is available on the website.

Foundation response: The investment function of the Foundation is governed by the Foundation Board and its Investment Committee. The Committee has the oversight responsibility of all investment matters including investor responsibility. As part of our due diligence process in evaluating new and current investments, we review our manager's policies on social and environmental responsible investing and hold them to a high standard with respect to the investments that are made on our behalf.

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Frank Morsani, Chairman and Voting Member
Harvey Greenberg, Voting Member
Jill Joyce, Voting Member
Hilliard Eure, Voting Member
John Long, Voting Member
Nick Trivunovich, Voting Member
Fell Stubbs, Non-Voting Member

Examples of CIR actions during the previous three years:

The committee oversees the institution's investments to account for funding social and environmentally responsible priorities explicit to the 4 goals and USF mission with a strict agenda reviewing the quarterly "Cambridge Reviews" during these past Meetings:

August 28, 2013

May 22, 2013

February 27, 2013 . . .

The website URL where information about the CIR is available:

<http://usfweb2.usf.edu/Adminsvc/investcom/USFinvestcommhome.htm>

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- **Sustainable industries** (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- **Businesses selected for exemplary sustainability performance** (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- **Sustainability investment funds** (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- **Community development financial institutions** (CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- **Socially responsible mutual funds with positive screens** (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- **Green revolving loan funds** that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years

- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Total value of the investment pool:

363,924,275 US/Canadian \$

Value of holdings in each of the following categories::

	Value of Holdings
Sustainable industries (e.g. renewable energy or sustainable forestry)	0 US/Canadian \$
Businesses selected for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy)	0 US/Canadian \$
Sustainability investment funds (e.g. a renewable energy or impact investment fund)	15,000,000 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

USF Foundation has commitments to a private equity natural resources manager totalling \$15 million. They will allocate to forestry and renewable energy as well as other natural resource properties and projects. Additionally, USF Foundation has \$10 million in outstanding commitments to venture capital manager that aims for a roughly 10% allocation to "cleantech," which typically includes investments in renewable energy and other sustainability efforts. Given the nature of this investment, the value of specific sustainable investments cannot be determined.

Does the institution have a publicly available sustainable investment policy?:

Yes

A copy of the sustainable investment policy:

[Policy Guidelines 2012-13 LBR Guidelines FINAL.pdf](#)

The sustainable investment policy:

The Board of Governors (Board) and universities' boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the State University System (SUS) Strategic Plan, address specific institutional issues as outlined in the university work plans, and demonstrate accountability/ justification.

Does the institution use its sustainable investment policy to select and guide investment managers?:

Yes

A brief description of how the policy is applied, including recent examples:

Investments and budgetary matters are guided primarily by the strategic plans developed:

Goal One: Well-educated and highly skilled global citizens through our continuing commitment to student success

Goal Two: High-impact research and innovation to change lives, improve health, and foster sustainable development and positive societal change

Goal Three: A highly effective, major economic engine, creating new partnerships to build a strong and sustainable future for Florida in the global economy

Goal Four: Sound financial management to establish a strong and sustainable economic base in support of USF's continued academic advancement

Does the institution's sustainable investment policy include negative screens?:

Yes

A brief description of the negative screens and how they have been implemented:

Many of the private funding companies engaged to complete University investments have negative screens:

<https://institutional.vanguard.com/VGApp/iip/site/institutional/investments/productoverview?fun>

dId=1349

Approximate percentage of the endowment that the negative screens apply to:

60

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?:

Yes

A copy of the proxy voting guidelines or proxy record:

[Foundationa Articles.pdf](#)

A brief description of how managers are adhering to proxy voting guidelines:

The Articles of Incorporation of the Foundation may be amended or additional provisions added or adopted by a two-thirds (2/3) vote of the members of the Board of Trustees present or voting by proxy at any meeting thereof, and in all instances subject to the written concurrence of the President of the University of South Florida provided, however, that notice thereof, which shall include the text of the change in the Articles of Incorporation, has been furnished in writing to each trustee of the Foundation at least ten (10) days prior to the meeting at which such change in the Articles of Incorporation is to be voted upon.

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?:

Yes

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

The Foundation and the USF College of Business oversees student participation in shareholder responsibility by assigning them task of proxy voting for shares owned in the Student Managed Investment Fund. It is up to the students to review the proxy ballots and file the votes for their shares. Any participation in shareholder advocacy is at their discretion as well.

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

Yes

A brief description of the investor networks and/or collaborations:

Preparing Tomorrow's Workforce By Partnering with Industry: Students win when we forge alliances with corporate partners to bring internships and mentors into their lives. They win as faculty use real-world corporate projects in the classroom. They win when they see how their USF business education can help them get a job – and contribute to a business investing networks. The college, employers, and students all win when companies play a role in shaping our academic programs. Such engagement attracts top employers like Google, Microsoft, Goldman Sachs, Walt Disney, Nielsen, Amazon, and FedEx to the college.

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

<http://giving.usf.edu/>

Investment Disclosure

Responsible Party

Eric Weaver

Research Associate

Patel College of Global Sustainability

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

Yes

The percentage of the total investment pool included in the snapshot of investment holdings:

100

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

<http://usfweb2.usf.edu/Adminsvc/investcom/USFinvestcommhome.htm>

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Responsible Party

Kebreab Ghebremichael
Director
Office of Sustainability

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
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Title or keywords related to the innovative policy, practice, program, or outcome:

USF Botanical Gardens Apiary Project

A brief description of the innovative policy, practice, program, or outcome :

The goal of the USF Botanical Garden Apiary Project is to provide hands-on experience in honeybee biology and beekeeping for students, faculty, and the broader USF community. The theme of the Project is “what’s good for bees is good for people.” Honeybees thrive in a healthy environment, free of pesticides, herbicides, and pollutants, and with a rich variety of plants close by for collecting nectar and pollen. An aspect of this project is to create awareness of the human responsibility to maintain environments good for bees so that they can benefit us by pollinating plants and producing honey. This relationship is the very definition of sustainability. Participants in the monthly beekeeping workshops at the Apiary learn step by step how to take care of honeybee colonies and gain appreciation of the role of honeybees in local ecosystems. The USF campus and its ecosystems are the home range for the Apiary’s bees. In 2013 the class extracted 18 gallons of honey from seven of the Apiary’s hives. This honey was bottled and sold at the Botanical Gardens Gift Shop. Bee Class students also learn to tell the change of seasons by observing the kinds of pollen coming into the hives. One purpose of the bee workshops is to prepare students to become real beekeepers. In the March class they build their own hives. In April they take home live bees in a starter colony. The USF Apiary Project hopes that honeybee populations will increase by encouraging people to become responsible, informed beekeepers. This is of crucial importance now in the face of bee population decline worldwide. The USF Apiary Project is the only project of its kind statewide, based at a university and designed as community outreach and public education. At present, the Apiary contains 15 colonies located at the Botanical Garden.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[IN-1 Bees.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of 5):

	Yes or No
Curriculum	Yes
Research	Yes
Campus Engagement	Yes
Public Engagement	Yes

Air & Climate	---
Buildings	---
Dining Services	---
Energy	---
Grounds	Yes
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available :

Responsible Party

Kebreab Ghebremichael
Director
Office of Sustainability

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

Global Sustainability Partnership (GSP)

A brief description of the innovative policy, practice, program, or outcome:

The Global Sustainability Partnership (GSP) is a unique collaboration between the University of South Florida's Patel College of Global Sustainability and Hillsborough County Public Schools. The vision of the project is to garner University of South Florida Patel College expertise and resources to support the Hillsborough County Public School District by enhancing global sustainability curricula to create global problem solvers in the local community. The Global Sustainability Partnership is coordinated through the USF Patel College with a mission to expand the knowledge and awareness of global sustainability issues for local K-12 students through problem-based learning methods based on research generated from the University of South Florida while also providing meaningful mentorship opportunities, sustainability-related field trips, guest speakers, joint events and grant proposals to further student knowledge of global environmental issues. The partnership currently works with the following Hillsborough County Schools: Dowdell Middle Magnet School, Young Middle Magnet School, Lockhart Elementary Magnet School and Middleton Magnet High School

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

USF faculty have mentored several middle magnet student projects (Science fair),

The Patel College of Global Sustainability developed case studies and projects that can be used by the partner middle and elementary magnet schools

A letter of affirmation from an individual with relevant expertise:

[IN-2 Schools.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	Yes
Research	---
Campus Engagement	Yes
Public Engagement	Yes
Air & Climate	---

Buildings	---
Dining Services	---
Energy	---
Grounds	---
Purchasing	---
Transportation	---
Waste	---
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:

Responsible Party

Barbara S. Donerly, RA, AICP, LEED AP

Assistant Director

Facilities Planning

Criteria

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Title or keywords related to the innovative policy, practice, program, or outcome:

University of South Florida (USF) and Busch Gardens partnership to reuse campus Oak and Palm trimmings

A brief description of the innovative policy, practice, program, or outcome:

In March 2013, the University of South Florida (USF) and Busch Gardens entered into a creative agreement to re-use campus Oak and Palm trimmings (known as browse) and occasionally full trees that require removal from the campus grounds. These materials are taken by Busch Gardens to provide fresh food for many of the animals and the large tree limbs are used to enhance the animal habitats. Thus far 13,350 cubic feet, or 494 cubic yards, of material have been diverted from landfills as a result of this partnership.

Many of the animals at Busch Gardens are leaf eaters. Ensuring they have a safe and adequate supply of fresh leaves is an important part of maintaining the excellent health of the animals. There are not many commercial sources for this type of food. On the one and a half square mile campus, USF frequently needs to trim trees that the animals love to eat. The result is a mutually beneficial partnership. The disposal fees and landfill use for USF are reduced and Busch Gardens receives a free source of fresh browse material for the animals.

The primary recipients of the USF browse currently are the kangaroos, hippos, gorillas, and elephants. Sometimes branches are given to the big cats, who pounce and play with them. In addition, mature trees must occasionally be removed from the USF Tampa campus; these are then re-purposed to provide natural climbing structures and habitat enrichment for the Busch Gardens animals.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

A letter of affirmation from an individual with relevant expertise:

[IN-3 Busch - Shawn.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	---
Public Engagement	Yes
Air & Climate	---

Buildings	---
Dining Services	---
Energy	---
Grounds	Yes
Purchasing	---
Transportation	---
Waste	Yes
Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

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Responsible Party

Kebreab Ghebremichael

Director

Office of Sustainability

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Title or keywords related to the innovative policy, practice, program, or outcome:

Campus Tree Mapping

A brief description of the innovative policy, practice, program, or outcome:

The sustainability of Florida's urban and community trees and forests requires meaningful public participation. As evidenced by successful citizen-based scientific monitoring efforts, public participation can include environmental mapping and monitoring. In Florida and nationwide, the majority of communities and college campuses lack the resources to develop one the most fundamental urban forest management tools: the tree inventory. This project developed the technology and training materials to enable citizen-based tree inventory initiatives, and make this technology available to all college campuses and communities in Florida. This project leverage existing partnerships between individual and organizations engaged in education, research and management efforts focused on urban trees and forests. Project collaborators included: faculty, staff and students from the University of South Florida; researchers from the University of Florida (UF) and the UF-IFAS/ Hillsborough Extension Service (Extension); Natural Resources staff from the City of Tampa (Tampa); and representatives from the USF Tree Campus Advisory Committee. The project was funded by a grant from the USDA Forest Service under the management of the Florida Forest Service, as well as the City of Tampa, Florida.

This project implemented and customized an existing open-source web-based tree inventory data mapping and management technology, implemented and tested a smartphone enabled field data collection application, and imported and exported tree inventory data to and from existing software applications in the Tree Inventory Data Mapping and Management Tool. The

TampaTreeMap.org

(a version of the open-source OpenTreeMap project) is a web-based tree inventory data mapping and management tool for the geographic area of the City of Tampa and the University of South Florida. This open-source software was designed to provide the fundamental technology necessary for online mapping of field-based tree inventory data collected by the public and professional foresters such as City of Tampa and USF staff. The tools developed, implemented and tested for this project can be shared freely and used by all Florida communities who implement the software.

This project leveraged the local knowledge and expertise of university faculty and staff who created training materials that shows users how to conduct a tree inventory using the

TampaTreeMap.org

technology developed as part of this project. The training materials include a visual key of common urban tree species found in the Tampa area. Future users will be able to modify the tree key to add species found in other regions of Florida. The training materials also include an illustrative guide to collecting additional tree measurements, including D.B.H., tree height, crown height and width, crown condition and measurement of surrounding environmental variables. Short training videos are being produced by Extension that demonstrates the use of the technology and the collection of field data. A training program is currently under development that will teach neighborhood association members and other groups of people lacking forestry experience how to conduct a tree inventory using the technology. Finally, the visual key and training materials are accessible to mobile users via an iOS (i.e., iPhone) app and web pages designed to be compatible with mobile devices.

The success of this project will be measured by the use of the final products to facilitate successful tree inventory efforts in Florida campuses and communities. A central strength of this project is that USF students and volunteers participated by testing the technology and training materials to conduct a tree inventory of a portion of the University of South Florida's Tampa campus. Students provided

guidance to improve the design of technology and training materials, and learned important concepts and practices.

A brief description of any positive measurable outcomes associated with the innovation (if not reported above):

So far two campaigns of tree mapping events were organized that coincided with the Florida Arbor Day event. In total more than 500 trees have now been mapped and entered into the database.

A letter of affirmation from an individual with relevant expertise:

[IN-4 Trees.pdf](#)

Which of the following STARS subcategories does the innovation most closely relate to? (Select all that apply up to a maximum of five):

	Yes or No
Curriculum	---
Research	---
Campus Engagement	Yes
Public Engagement	---
Air & Climate	Yes
Buildings	---
Dining Services	---
Energy	---
Grounds	Yes
Purchasing	---
Transportation	---
Waste	---

Water	---
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---

Other topic(s) that the innovation relates to that are not listed above:

The website URL where information about the innovation is available:
