



Weber State University

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

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

Institutional Characteristics

Institutional Characteristics

The passthrough subcategory for the boundary

Credit
Institutional Boundary
Operational Characteristics
Academics and Demographics

Institutional Boundary

Criteria

This won't display

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

Institution type:

Master

Institutional control:

Public

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

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

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

WSU does not have a traditional medical school but the University does offer degrees in Nursing, Radiography, Radiation Therapy, Magnetic Resonance Imaging, Dental Hygiene, etc. These programs have been incorporated into the institutional boundary.

Operational Characteristics

Criteria

n/a

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

Endowment size:

105,000,000 US/Canadian \$

Total campus area:

504 Acres

IECC climate region:

Cold

Locale:

Mid-size city

Gross floor area of building space:

2,823,731 Gross Square Feet

Conditioned floor area:

0 Square Feet

Floor area of laboratory space:

20,142 Square Feet

Floor area of healthcare space:

5,765 Square Feet

Floor area of other energy intensive space:

14,548 Square Feet

Floor area of residential space:

211,891 Square Feet

Electricity use by source::

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

Biomass	---
Coal	82
Geothermal	---
Hydro	1
Natural gas	15
Nuclear	1
Solar photovoltaic	0.30
Wind	0.70
Other (please specify and explain below)	---

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	1
Geothermal	---
Natural gas	99
Other (please specify and explain below)	---

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

Academics and Demographics

Criteria

n/a

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

Number of academic divisions:

10

Number of academic departments (or the equivalent):

47

Full-time equivalent enrollment:

15,617.33

Full-time equivalent of employees:

1,685

Full-time equivalent of distance education students:

2,564

Total number of undergraduate students:

24,498

Total number of graduate students:

657

Number of degree-seeking students:

18,265

Number of non-credit students:

6,890

Number of employees:

2,374

Number of residential students:

750

Number of residential employees:

5

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

Emily Mead

Sustainability Coordinator

Facilities Management

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	22,538	465
Number of sustainability courses offered	148	6
Number of courses offered that include sustainability	388	13

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

27

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

47

Number of years covered by the data:

Two

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

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

ATTC 3760 - Advanced Automotive Technologies

A study of current events/trends in the automotive industry, industry standard professional publications, and the latest technologies used by the automotive industry to meet current emissions, fuel economy, and safety regulations. Prerequisite/

ATTC 4760 - Alternate Fuel Systems

A study of alternate fuel systems including bio fuels (ethanol and bio-diesel systems), advanced diesel systems, hybrid-electric vehicles, Compressed Natural Gas (CNG) systems, hydrogen fuel cell, and other existing or emerging technologies.

ATTC 4860 - Automotive Standards, Laws, and Regulations

A study of automotive industry related Society of Automotive Engineers (SAE) standards, State Regulations, U.S. Environmental Protection Agency (EPA) emissions regulations, National Highway Traffic Safety Administration (NHTSA), Federal Motor Vehicle

Safety Standards (FMVSS),
Corporate Average Fuel Economy (CAFE) regulations and others.

BSAD 3330 - Business Ethics and Environmental Responsibility

An introduction to the rudiments of moral reasoning, concepts and principles, and their application to common ethical issues faced in business. Special attention will be given to moral issues associated with the use of the natural environment by businesses.

BTNY 1403 - Environment Appreciation

Development of awareness of the consequences of the impact of modern science through technology upon our environments and how we respond to issues related to threats to our biological life-support system. A definition of a quality environment is developed, with student input, and an analysis of the existing quality of our environment is made in light of this definition which challenges our collective wisdom to identify those things which we do well and to prescribe remedies for shortcomings. This course can be taken for 3 or 4 credits with the fourth credit based on a major research paper or project on an environmental issue.

BTNY 2303 – Ethnobotany

A global study of how plants are used by indigenous peoples for food, fiber, fabric, shelter, medicine, weapons, and tools. Plants that are well known to science as well as those with purported uses by villagers, shamans, curanderos and medicine men/women will be studied. Students will learn fundamental botanical principles, how to conduct field work and how to collect plants and prepare them for use. Ethical questions concerning conservation, biodiversity and the continued loss of indigenous plants and cultures will also be discussed. Three lecture/demonstrations per week.

BTNY 2413 - Introduction to Natural Resource Management

Introduces students, especially those interested in forestry and range management, to concepts and ideologies in the utilization and preservation of forests, range, soils, wildlife, water and fisheries, and the human impact on these resources. Three hours of lecture per week.

BTNY 3403 - Environment Appreciation

Development of awareness of the consequences of the impact of modern science through technology upon our environments and how we respond to issues related to threats of our biological life-support system. A definition of a quality environment is developed, with student input, and an analysis of the existing quality of our environment is made in light of this definition which challenges our collective wisdom to identify those things which we do well and to prescribe remedies for shortcomings. Three hours of lecture per week. An in-depth research paper on an environmental issue and an in-class lecture are required.

CMT 3630 - Environmental Issues in FM

Practical application of environmental practices and procedures pertinent to preservation, protection, compliance and conservation issues related to facilities management with emphasis on the regulatory and permitting process, environmental planning, auditing and assessment, recycling, indoor air quality (IAQ) and ozone level depleting substances (OLDS), Environmental Protection Agency (EPA) programs and permitting procedures, Occupational Health and Safety Act (OSHA) programs, and sustainable practices.

CMT 3660 - Energy Management

The course addresses the methodologies of estimating annual energy consumption, undertaking energy audits, and monitoring and targeting energy consumption of fossil fuels. The material covered is for building services engineering, building engineering, and environmental engineering in facilities management.

DANC 4890 - Cooperative Work Experience (Green Map)

Individual work or work in small groups by arrangement; in special topics not included in the announced course offerings. Prerequisite: Approval of instructor. In individual cases, this course might be considered as an elective in the Dance Major.

ECON 1100 - Environmental Issues and Economic Policy

An analysis of policies which affect environmental resources. Emphasis on economic analysis of renewable and nonrenewable resources, pollution, and public policy. This course demonstrates economic solutions to environmental problems, and the role economics plays in designing environmental policy.

ENGL 1010 - Introductory College Writing

Students will learn practices of successful academic writing. Students will focus on the writing process, writing for specific audiences, collaboration with peers, and on the interrelationship between reading and writing.

ENGL 2010 - Intermediate College Writing

This course will focus on writing arguments, conducting research, and documenting sources. Students will continue to learn practices of successful academic writing including the writing process, writing for specific audiences, and collaboration with peers.

ENGL 3520 - Literature of the Natural World

This course engages literary texts that focus on humans in relation to their natural environment. Conceived as a survey course, it attempts to delineate the various traditions of environmental concern, from the ancient past to the present, and to draw attention to the ongoing relevance of such texts. Students will learn how to read closely and carefully, and how to make such literature meaningful for their own daily lives.

HIST 3270 – American Environmental History

The new scholarship in American environmental history, considering the intellectual and material interaction people have had with the environment of North America, from pre-contact to the present.

IDT 2010 - Sustainability I: Textiles and Soft Materials

A study of fibers, yarns, fabric structure, codes, finishes, and sustainable manufacturing practices and products-as they relate to residential and commercial interiors. Three-dimensional projects may be required as part of this course.

IDT 3030 - Sustainability II: Materials, Hard Surfaces, and Specifications

Exploration and research of interior finishes, materials, and sustainable practices. Practical application for specifying and installation of materials will be emphasized. Three-dimensional projects may be required as part of this course. An interdisciplinary design charrette is featured as part of this course.

GEO 1060 - Environmental Geosciences

The scientific study of the interaction of humans and earth systems including topics of natural hazards; soil, water, energy and mineral resources; and issues of global change. Three lectures per week.

GEO 1065 - Environmental Geosciences Lab

Laboratory and field exercises involving analysis of geologic data related to environmental issues or problems. Application of the scientific method and development of basic computational and map interpretation skills will be stressed.

GEO 3080 - Water Resources

A detailed examination of the water cycle, including, precipitation, surface water, groundwater, glaciers, water conservation, water management, and water pollution with special emphasis on the water resources of Utah and neighboring areas.

GEOG 3060 – Global Environmental Issues

A study of global and local environmental issues such as changing air and water quality, food production, waste management, and other topics. The course identifies strategies for creating healthier and more sustainable ways of living within our natural and built environments.

GEOG 4410 - Land Use Planning Techniques and Practices

A study of the status and tools of planning, planning office organization, the federal and state role in planning, and problems in planning. The course emphasizes concepts of sustainable land use planning such as resource conservation, air and water quality improvement, agricultural land preservation, transit oriented development, and alternatives to suburban sprawl.

GEOG 4420 - Advanced Planning Techniques

A study of the enabling legislation for planning, zoning laws and ordinances, rezoning and review processes, zoning problems, and the ramifications of urban growth. The preparation, financing, citizen participation and evaluation of land use pertaining to general plans. Class groups will prepare, critique, and present a draft urban general plan.

*MBA 6110 - Tools for the Ethical Manager

This course is designed to be taken at the beginning of formal course work in the MBA program. Students will explore various aspects of moral reasoning and apply these concepts to common ethical issues faced in business. Students will work individually and in groups to explore issues of personal values, self-awareness, teamwork, communication, managing differences, and career management. Students in this course will be introduced to analytical, communication, and technological tools used throughout the program.

*MBA 6710 - Accounting and Finance for Environmental Sustainability

This course will expose MBA students to contemporary accounting and finance thought on environmental sustainability. The course will be divided into accounting and finance modules. The focus of the accounting module will include measurement and reporting of the environmental sustainability of business practices. The focus of the finance module will include capital budgeting for sustainability, financial assessment of sustainable business practices, and investing in environmental sustainability.

*MBA 6720 - Environmental Economics for Sustainable Business

Environmental economics considers the efficient and equitable use of society's scarce environmental resources. Environmental resources include air, water, land, wildlife, biodiversity, and ecological systems. The allocation of environmental resources will be considered from different perspectives: (1) market allocations; (2) efficient allocations; (3) equitable allocations; and (4) government attempts to allocate these resources efficiently. Topics of the course include property rights, market failures, benefit-cost analysis, welfare economics, non-market valuation, environmental regulation, and sustainable development and business practices. Emphasis will be placed on the impacts on the firm resulting from environmental problems and regulations; and on sustainable business practices.

*MBA 6730 - Consulting Project in Environmental Sustainability

Graduate students are given the opportunity to consult with an existing organization, evaluate sustainable business practices, make recommendations for improvements, and assist in implementing changes in the organization. Students meet periodically with supervising faculty to review results.

MICR 3502 - Environmental Health

Air and water quality, solid and hazardous waste management, food protection, environmental inspection and testing.

MICR 3484 - Environmental Microbiology

Applied, environmental microbiology and biotechnology including transport of microorganisms through environment, microbial pathogens and toxins in environment. Biodeterioration, contamination control, and biosafety. Pollution microbiology, environmental management, bioremediation, waste treatment, biological insecticides. Microbiology of man-made environments.

SOC 3300 - Environment and Society

An in-depth study of societal-environmental interactions including population, technology and organization impacts of human societies on the physical environment, and environmental impacts on human behavior and social organization.

ZOOL 3500 - Conservation Biology

The study of how biological principles and concepts are used in conservation. Major emphasis on the preservation and management of biodiversity. Connections between biological and societal issues are explored.

ATTC 3020 - Introduction to Safety Management and Hazardous Materials

An overview of the environmental issues related to the use and service of vehicles, with emphasis on air quality topics. Environmental regulations, safe practices, disposal of hazardous substances, such as paints and solvents. Prerequisite: ATTC 3000.

ATTC 3620 - Automotive Business Practices

Study of independent shop and corporate dealership standards, fixed operations, inventory and personnel management, and industry report systems, financial policies and procedures. Includes financial statement analysis. Prerequisite: ATTC 3000.

ANTH 3900 - Magic, Shamanism and Religion

A comparative study of the origins, development, and social functions of magic, shamanism, and religion within cultural systems around the world.

ATTC 4860 - Automotive Standards, Laws, and Regulations

A study of automotive industry related Society of Automotive Engineers (SAE) standards, State Regulations, U.S. Environmental Protection Agency (EPA) emissions regulations, National Highway Traffic Safety Administration (NHTSA), Federal Motor Vehicle Safety Standards (FMVSS), Corporate Average Fuel Economy (CAFE) regulations, and others. Prerequisite: ATTC 3000.

AUSV 1000 - Introduction to Automotive Service

An introduction to automotive shop safety, pollution prevention, hazardous waste handling, Internet-based electronic service information, diagnostic scan tools, ASE certifications, safety inspection certifications, emissions inspection certifications, developing job interview skills, and resume writing. (This course is a prerequisite for all automotive service courses.)

AUSV 1001 - Collision Repair Fundamentals and Estimating

This course is an introduction to the collision repair industry and the construction of the modern automobile as it applies to the collision repair industry. Emphasis will be placed on locating vehicle information, basic construction of vehicles, environmental concerns and issues, and writing collision repair estimates on damaged vehicles.

BTNY 1303 - Plants in Human Affairs

This class provides a general introduction to the importance and function of plants in human affairs. It includes an overview of science as a way of knowing, plant forms and functions, plant reproduction, and use of economically and sociologically important plants. Flowering and non-flowering plants and products such as fruits, forages, grains, medicines, herbs and spices, textile fibers, lumber, algae, and foliage plants are studied. Ecological concepts as they relate to the growth and production of world food crops will also be included. The course has a strong emphasis on the historical development of exploitation of certain plants and the role plants played in exploration and international development. This class cannot be used to fulfill requirements for a Botany major or minor. Three hours of lecture per week.

BTNY 2104 - Plant Form and Function

A study of the structure, function, and reproduction of seed plants. The role of plants in making life on earth possible is an important theme. This course is designed for science majors and is a prerequisite for selected upper division Botany courses. Two hours of lecture and two 2-hour labs per week. Botany majors are advised to take BTNY 2121 prior to or concurrently with this course.

BTNY 2114 - Evolutionary Survey of Plants

A study of the diversity, ecology, and reproduction of plants in the context of the evolution of life on earth. The role of plants in making life on earth possible is an important theme. This course is designed for science majors and is a prerequisite for selected upper division Botany courses. Two hours of lecture and two 2-hour labs per week. Botany majors are advised to take BTNY 2121 prior to or concurrently with this course.

BTNY 3643 - Intermountain Flora

A taxonomic study of plants that are of major importance to the management of wildland resources. Students will learn to identify 300 of the most important grasses, woody plants, and marsh-aquatic plants. Considers federal laws for the regulation of rare and endangered species and habitat designation. One hour of lecture and two 2-hour labs per week.

BTNY 3523 - Marine Biology

A study of marine biology and ecology, relating to the plant and animal populations of the sea to their various habitats, including the pelagic environment, the sea bottom, sea shores, and estuaries.

CHEM 4550 – Geochemistry

The chemistry of the earth and geochemical processes operating in the lithosphere, hydrosphere, and atmosphere with a synthesis of these ideas to account for the chemical evolution of the earth. Applications to mineral stability and chemical reactions, geochemical cycles, and isotope geochemistry.

CHF 2100 - Family Resource Management

Understanding the significance of values, goals, attitudes and planning strategies in the management of human, economic and environmental resources as they relate to increasing satisfaction and the enhancement of family relationships.

CMT 1210 - Commercial Construction Materials and Methods

This course provides students with knowledge of residential building techniques and materials. The course will examine common construction materials, components, and systems as related to wood frame structures, including sustainable materials. The residential construction process will be analyzed from site planning to finish construction.

CMT 3260 - Mechanical and Electrical Systems

This course provides basic knowledge of electrical, plumbing, and HVAC systems used in residential and light commercial buildings. Emphasis is placed on advantages and disadvantages of various systems, and how their design and installation integrates into the management of the building process.

DANC 4890 - Cooperative Work Experience (Green Map)

Individual work or work in small groups by arrangement; in special topics not included in the announced course offerings. Prerequisite: Approval of instructor. In individual cases, this course might be considered as an elective in the Dance Major.

DET 1350 - Residential Architectural Design

The study of residential and light commercial (Type IV and V buildings) architectural design and construction documents. Covers procedures used in developing residential plans using 2D CAD. Includes architectural design and drafting standards, conventions, procedures and current building code requirements of the International Residential Code (IRC) and International Energy Conservation Code (IECC).

ENGL 3520 - Literature of the Natural World

This course engages literary texts that focus on humans in relation to their natural environment. Conceived as a survey course, it attempts to delineate the various traditions of environmental concern, from the ancient past to the present, and to draw attention to the ongoing relevance of such texts. Students will learn how to read closely and carefully, and how to make such literature meaningful for their own daily lives.

GEO 1130 - Introduction to Meteorology

Survey of atmospheric processes that create weather. Topics include solar radiation, temperature, moisture, pressure, wind, storm systems, weather forecasting, and air pollution. Problem solving skills and use of satellite imagery included.

GEO 3010 - Oceanography and Earth Systems

Study of the world's oceans as a framework for examining the major issues in Earth system science. Topics include plate tectonics and the origin of ocean basins, atmosphere-ocean linkages and feedbacks, El Nino events, the ocean's role in biogeochemical cycles, structure and organization of marine ecosystems, and the scientific basis for understanding human impacts on marine systems.

GEOG 1000 - Natural Environments of the Earth

A study of the interrelated systems that constitute the earth's surface environment, e.g., landforms, weather, climate, natural vegetation, hydrology, and soils, and their integrated patterns of world distribution.

GEOG 1001 - Natural Environments Field Studies

This introductory level field studies course investigates natural environmental phenomena including weather, climate, natural vegetation, landforms, hydrology, soils and human impacts on the environment. While exploring local natural environments from a geographic perspective, understanding of principles of physical geography is enhanced through direct observation in the field and through the measurement of phenomena noted above.

GEOG 1300 - People and Places of the World

The study of different places, countries, and regions of the world. Addresses topics relating to natural environment, ethnic diversity, and regional differences in subjects related to culture, gender, age, class, social structure, spatial organization, and economic activities. Current social conditions within the world's major culture realms are analyzed and compared.

GEOG 3050 - Weather and Climate

The advanced study of the processes that produce global climate patterns; analysis of the prospects and possible repercussions of global climate change; and an examination of climatic anomalies such as El Niño, hurricanes, tornadoes and other unusual phenomena.

GEOG 3080 - Arid Lands

Presents a general overview of the characteristics and variant topography, geography, and climatic conditions of the Earth's arid lands. Examines the spatial location of arid regions and their climatic controlling factors. Weather patterns, hydrology, and eolian processes will be discussed along with sediment transportation and deposition of arid environments. The course will also review dune types and formation along with soils of arid zones. The course concludes with a discussion on the desertification and the impact of human intervention in the misuse of arid lands, while discussing preservation versus reclamation of these regions.

GEOG 3090 - Arctic and Alpine Environments

An examination of the physical environments of high altitude and high latitude places, the ways in which humans interact with these environments, and their broader roles within the large Earth systems. Topics will include causes and consequences of avalanches, climatic characteristics of the Arctic, glacier behavior, sea ice, and the responses of human physiology to high altitudes.

GEOG 3360 - Economic Geography

The spatial structure of the world's resources, production, commerce, and economic problems.

GEOG 3460 - Advanced Cartography

The advanced study of maps and their role in portraying geographic data. Emphasis will be placed on various digital (computer and computer-aided) mapping techniques that categorize geographic data and illustrate this information in map form. The course will also examine cartographic visualization, databases, and production.

GEOG 3740 - Geography of Africa

The study of Africa's natural environment, ethnic diversity, and regional differences in culture, gender, age, class, societal structure, wealth, spatial organization, and economic activities. Current socio-economic conditions in Africa are analyzed within the context of its colonial inheritance and its future outlook.

GEOG 4950 - Advanced Regional Field Studies

A directed study of specific geographic regions utilizing field observations, lectures, and individual student research.

HIST 4120 - The American West Since 1900

Explores the history of the Trans-Mississippi West Region during the twentieth century, to include analysis of such issues as water use and allocation, population growth, land use, exploitation of resources, conservation, the federal presence, tourism, and threats to the environment.

HLTH 1030 - Healthy Lifestyles

A systematic approach to promote health enhancing behaviors related to the prevention of disease and achievement of optimal health. Focuses on the total person with a consideration of the mental, emotional, intellectual, social, physical, and environmental dimensions which impact human health.

HNRS 1510 - Perspectives in the Life Sciences

An interdisciplinary approach to the life sciences. This introductory class deals with basic concepts, problems and issues of the life sciences. May be repeated up to 10 times for credit.

HNRS 1540 - Perspectives in the Humanities

An interdisciplinary approach to the arts and humanities. This introductory class deals with basic concepts, problems and issues of the arts and humanities.

HNRS 3900 - Honors Colloquium

Varied topics as described in the semester schedule; topics will be drawn from disciplines across the entire campus; may be taken more than once with different course content.

*MED 6020 - Diversity in Education

Topics in this course will include issues related to differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area as they impact teaching and learning.

*MENG 6510 - Eminent Writers

This seminar examines significant works of and relevant criticism on an influential writer or a small group of writers. This variable emphasis course may be repeated 10 times for credit with different subject matter.

MFET 2860 - Plastics/Composites Materials and Properties

Coverage of the most common commercial plastics including their additives, fillers, and fibers; includes common physical tests used to determine material characteristics; writing intensive.

MFET 3350 - Plastic and Composite Manufacturing

Design and processing of plastic and composite materials for industrial applications.

MFET 3350L - Plastic and Composite Manufacturing Lab

Application of the theory taught in MFET 3350.

MFET 3550 - Manufacturing Supervision

The application of supervision skills. Students will gain an understanding of; motivation of subordinates, personal leadership theories, problem-solving and decision-making techniques, organizational communication, employee selection, evaluation and training process, and organizational structures. Topics will include; the American Disabilities Act, OSHA and environmental issues, Equal opportunity Employment, and Affirmative Action issues. Three lectures per week.

MFET 3750 - Welding Metallurgy I

Metallurgical principles applied to welding and weldability of ferrous metals.

MFET 3750L - Welding Metallurgy I Lab

A “hands-on” lab that reinforces the concepts taught in MFET 3750 of metallurgical principles applied to welding and weldability of ferrous metals.

MFET 3760 - Welding Metallurgy II

Metallurgical principles applied to welding and weldability of nonferrous metals.

MFET 3760L - Welding Metallurgy II Lab

A “hands-on” lab that reinforces the concepts taught in MFET 3760 of metallurgical principles applied to welding and weldability of nonferrous metals.

MFET 3870 - Mold Design and Process Strategies Lecture/Lab

Overview of mold design and the development of strategies and techniques integrating CAD and CAE technologies for optimizing part quality, moldability, and productivity. Additional study on design and construction of various types of production molds that are used for processing plastics in final shape. Product design in relationship to molding techniques and various techniques and materials used to construct the molds are the major units of study.

MFET 4610 - Senior Project Planning and Estimating

This is designed as a capstone course for students and is to be taken in the senior year of their program. The course will teach students fundamental principles in Project Management, Cost Estimating, and Engineering Economics that will be necessary to successfully complete their Senior Project experience. Students must apply and gain departmental approval before entering Senior Project. Approval is based on an interview with department faculty and fulfilling the prerequisites listed on the “Senior Project Requirements Sheet” available from the department secretary. All students approved for Senior project will register for this course regardless of individual project group assignments.

MICR 1153 - Elementary Public Health

Principles and practices of public health, emphasizing prevention and control of communicable and degenerative diseases, and environmental health problems.

MICR 3403 - Tropical Diseases

Study of tropical diseases, caused by viral, bacterial, protozoan, fungal, and helminthic agents, including their transmission, disease course, pathogenesis, treatment, prevention and control using a multi-disciplinary approach integrating case studies, labs, epidemiology, immunopathology as well as microbiology.

NRSG 4400 - Population Health in Nursing

This course explores nursing in diverse populations in a local and global context emphasizing disease prevention, health promotion and cultural competency for the improvement of health status throughout the lifespan. Focus will include disparities in health and health care services, and the impact of behavior and lifestyle choices. This will include assisting individuals, families, groups, communities, and populations to prepare for and minimize negative health consequences. Students will examine frameworks of community and public health, assess and analyze prevalent population-based health issues, and explore population-based interventions.

NUTR 3420 - Multicultural Health and Nutrition

The application and understanding of social, religious, economic and aesthetic qualities of foods provides the knowledge for the explorations of the food patterns of various cultures. The understanding of world food problems as they pertain to the health will also be discussed.

PHYS 2600 - Laboratory Safety

An interdisciplinary, team-taught course that will be an overview of the major chemical, biological and physical safety issues related to science laboratories and field work.

POLS 3700 - Introduction to Public Administration

Presents basic theories, concepts, and analysis of current practices and problems in governmental administration.

PSY 3100 - Psychology of Diversity

This course examines the psychological issues associated with human diversity including culture, disabling conditions, gender, class, ethnicity, and others. It addresses the psychological principles underlying these issues and offers effective ways of dealing with these issues.

REC 3600 - Outdoor Adventure Recreation

Outdoor recreation agencies/businesses/organizations, site visits, services delivery, environmental impacts, legal issues, management. Skills: backpacking/hiking/camping/ropes course leadership, and use of technology in leisure research and programming.

REC 4550 - Outdoor Education Philosophies and Principles

Provides basic concepts of outdoor education, and direct, firsthand experience with learning resources beyond the classroom.

SOC 1020 - Social Problems

A study of major social problems in contemporary society, including issues of age, gender, family, race, ethnicity, wealth and poverty, politics, education, public safety, health care, substance abuse, and environment. Special emphasis is given to these issues and their consequences for today's global and diverse society.

ZOOL 1010 - Animal Biology

A non-major's introduction to cell biology, genetics, evolution, ecology, and animal diversity with emphasis on diversity of animal architecture and life strategies in relation to the diverse environments of Earth. The overriding theme is the process of evolution, its basis, and its implications for all animals, including humans. Three lecture/discussion hours a week.

ZOOL 1020 - Human Biology

Survey course for non-science majors. Course content includes basic structure and function of the human body, homeostasis, heredity, human evolution, and ecology. Implications for personal health, bioethical and environmental issues and the impact of each of these on society will be examined.

ZOOL 3450 – Ecology

Study of the relationships of organisms and their environment.

ZOOL 3450L - Ecology Lab

Laboratory for Zoology 3450 - Ecology

ZOOL 4660 – Herpetology

Structure, function and evolutionary relationships MICR 1153 - Elementary Public Health

Principles and practices of public health, emphasizing prevention and control of communicable and degenerative diseases, and environmental health problems.

MICR 3403 - Tropical Diseases

Study of tropical diseases, caused by viral, bacterial, protozoan, fungal, and helminthic agents, including their transmission, disease course, pathogenesis, treatment, prevention and control using a multi-disciplinary approach integrating case studies, labs, epidemiology, immunopathology as well as microbiology.

NRSG 4400 - Population Health in Nursing

This course explores nursing in diverse populations in a local and global context emphasizing disease prevention, health promotion and cultural competency for the improvement of health status throughout the lifespan. Focus will include disparities in health and health care services, and the impact of behavior and lifestyle choices. This will include assisting individuals, families, groups, communities, and populations to prepare for and minimize negative health consequences. Students will examine frameworks of community and public health, assess and analyze prevalent population-based health issues, and explore population-based interventions.

NUTR 3420 - Multicultural Health and Nutrition

The application and understanding of social, religious, economic and aesthetic qualities of foods provides the knowledge for the explorations of the food patterns of various cultures. The understanding of world food problems as they pertain to the health will also be discussed.

PHYS 2600 - Laboratory Safety

An interdisciplinary, team-taught course that will be an overview of the major chemical, biological and physical safety issues related to science laboratories and field work.

POLS 3700 - Introduction to Public Administration

Presents basic theories, concepts, and analysis of current practices and problems in governmental administration.

PSY 3100 - Psychology of Diversity

This course examines the psychological issues associated with human diversity including culture, disabling conditions, gender, class, ethnicity, and others. It addresses the psychological principles underlying these issues and offers effective ways of dealing with these issues.

REC 3600 - Outdoor Adventure Recreation

Outdoor recreation agencies/businesses/organizations, site visits, services delivery, environmental impacts, legal issues, management. Skills: backpacking/hiking/camping/ropes course leadership, and use of technology in leisure research and programming.

REC 4550 - Outdoor Education Philosophies and Principles

Provides basic concepts of outdoor education, and direct, firsthand experience with learning resources beyond the classroom.

SOC 1020 - Social Problems

A study of major social problems in contemporary society, including issues of age, gender, family, race, ethnicity, wealth and poverty, politics, education, public safety, health care, substance abuse, and environment. Special emphasis is given to these issues and their consequences for today's global and diverse society.

ZOOL 1010 - Animal Biology

A non-major's introduction to cell biology, genetics, evolution, ecology, and animal diversity with emphasis on diversity of animal architecture and life strategies in relation to the diverse environments of Earth. The overriding theme is the process of evolution, its basis, and its implications for all animals, including humans. Three lecture/discussion hours a week.

ZOOL 1020 - Human Biology

Survey course for non-science majors. Course content includes basic structure and function of the human body, homeostasis, heredity, human evolution, and ecology. Implications for personal health, bioethical and environmental issues and the impact of each of these on society will be examined.

ZOOL 3450 – Ecology

Study of the relationships of organisms and their environment.

ZOOL 3450L - Ecology Lab

Laboratory for Zoology 3450 - Ecology

ZOOL 4660 – Herpetology

Structure, function and evolutionary relationships of amphibians and reptiles.

*graduate level course

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

http://www.weber.edu/environment/Sustainability_Courses.html

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

Courses were identified using the inventory of courses from WSU's existing Environmental Studies Major and Minor, the WSU course catalog, from input from the University Environmental Issues Committee, and from discussions with individual faculty members, deans, department chairs, and the Provost.

Timeframe: Fall 2011-Spring 2013

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

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

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

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

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

Emily Mead

Sustainability Coordinator
Facilities Management

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:

115

Total number of graduates from degree programs:

3,409

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

[Sustainability Learning Outcomes- Fall and Spring 2014 Grads.xls](#)

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

Environmental Sustainability for Business

Microbiology

Zoology

Botany

Geography

Interior Design Technology

Electronics Engineering Technology

Electronics Engineering

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

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

Undergraduate Program

Responsible Party

Emily Mead

Sustainability Coordinator

Facilities Management

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

The Environmental Studies degree program offers an interdisciplinary perspective on contemporary environmental issues and prepares students for an environmentally-focused career in environmental policy or environmental planning.

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

<http://www.weber.edu/WSUImages/environment/ES%20Through%20BIS%20Document%20for%20EIC%20Website.pdf>

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

Applied Environmental Geoscience

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

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

http://catalog.weber.edu/preview_program.php?catoid=2&poid=701&returnto=617

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

Environmental Studies Emphasis in the Geography Department

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

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

<http://www.weber.edu/wsuiimages/geography/Geography%20Environmental%20Emphasis.pdf>

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

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

Yes

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

Environmental Studies Minor

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

The Environmental Studies Minor is an interdisciplinary degree that focuses on the work of science in human activity. The curriculum is rooted in science to ground factual knowledge. However, its trunk is solidly comprised of social science and humanities courses because they teach the application of science in policy-making, business decisions and historical precedent even as they call upon the arts for their expression and upon ethics in consideration of health and social justice issues. The minor reaches across campus because all disciplines play an essential role in shaping environmental thought.

Students will gain an appreciation for local, national and international environmental issues and problems as well as their potential solutions. They will develop a personal philosophy about the environment's role in their lives and their own ability to affect nature and their physical environment by making ethical choices.

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

http://catalog.weber.edu/preview_program.php?catoid=2&poid=434&returnto=612

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

Emily Mead

Sustainability Coordinator

Facilities Management

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?:

No

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

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

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

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

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

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

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

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

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

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

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

Yes

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

Graduate Certificate in Environmental Sustainability for Business

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

The Graduate Certificate in Environmental Sustainability for Business enables practitioners to explore and evaluate how their organizations can address environmental issues to meet societal needs while creating competitive advantages that enhance their bottom line.

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

http://catalog.weber.edu/preview_program.php?catoid=2&poid=742&hl=%22sustainability%22&returnto=search

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

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

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

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

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

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

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

Immersive Experience

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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:

During the spring semester of 2014, the Environment and Society class (Sociology 3300) at Weber State University (WSU) conducted a series of focus groups with a variety of WSU stakeholders to gain an understanding of the attitudes, beliefs, and perceptions held about water and water use at WSU. According to the students, this immersive research experience on water provided the following benefits:

1. An increased understanding of stakeholders' attitudes towards water, and towards WSU's use and attempts at conservation of water.
2. Provided WSU's Energy & Sustainability Office with information about sustainability and environmental literacy among different stakeholders.
3. Provided WSU's Facilities Management Department, administration, and others involved in water policy decisions and implementation at WSU with information to improve water management at WSU. Improved water management at WSU would result in improved water quality for downstream users, or improved water conservation resulting in greater availability of water downstream, for other users and

for ecosystems.

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

Sustainability Literacy Assessment

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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:

In 2011-2012 the WSU Office of the Provost supplied an initial \$10,000 for curricular development in the area of sustainability. These funds were used for a faculty retreat in April, 2012 in order to launch a pilot ecopeer project, where faculty members with expertise in sustainability guide faculty members wishing to incorporate sustainability into their curriculum. This retreat was highly successful and has been repeated in May 2013 and May 2014. Because of the retreat, sustainability has been incorporated into a variety of courses including general education English, interior design, economics, political science, graphic arts, philosophy, and business.

Additionally, the Honors Program at WSU pays for faculty release time for faculty that wish to develop new courses. Three new sustainability courses were taught by faculty through the Honors Program these past two years thanks to that funding opportunity.

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

Interested faculty will be permitted to attend an all expenses paid retreat at the Alta Lodge (a ski resort in Utah) to gain insight on how sustainability can be incorporated into their existing courses.

For those that get their courses approved by Honors, the program pays for faculty release time so that the faculty member can teach their new class and another faculty member can be hired to take one course from their existing load.

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

Campus as a Living Laboratory

Responsible Party

Emily Mead

Sustainability Coordinator

Facilities Management

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	No
Energy	Yes
Grounds	Yes
Purchasing	Yes
Transportation	Yes
Waste	Yes
Water	Yes
Coordination, Planning & Governance	No
Diversity & Affordability	No
Health, Wellbeing & Work	Yes
Investment	No
Public Engagement	No
Other	No

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:

Many classes attended the "On Air" engaged learning series for 2013-2014. The series explored the issue of air quality in Utah through panel discussions, film screenings, and guest speakers. In Senior Seminar, students had the option to do a final project focusing on the Engaged Learning Series, "On Air." Students did original research and produced videos on air quality in Utah, entitled "Dean on Red" which encouraged students to walk instead of drive on "red air" days, and "Hey Utah! Stop Idling," which was a video about the dangers and damages to air quality along the Wasatch Front if people idle their cars.

Several classes have written newspaper articles relating to air quality in Northern Utah that were published in the Weber State University Signpost.

A course project related to producing educational materials (videos, pamphlets, lessons, posters) related to air quality issues (transit, idling, health, etc.)

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:

Weber State University's LEED certified buildings have served as a great resource to illustrate how to implement LEED credits and sustainability in design. Classes have partnered with Facilities Management to help get buildings on campus LEED certified.

Weber State also teaches courses on renewable energy and senior projects have related to the design and installation of renewable energy systems on campus including solar PV and wind systems.

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

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

Senior projects have related to the design and installation of renewable energy systems on campus including solar PV and wind systems. For example, projects have included the canyon wind power trailer research project and converting maintenance vehicles to electric power.

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:

Students who took a course focusing on Water Sustainability presented their final research to WSU's Facilities Management department. Their research focused on ways the university can conserve water for landscaping as well as recommendations for educating the WSU community on what the university has already done to conserve water on campus. These recommendations will be used by Facilities Management to further water sustainability and education on campus.

Work on "Discovery Science" trail on campus property, emphasizing ecology and environmental sustainability.

Discussion with interested students about care of the Duck Pond and the geese, ducks who live there and the impact of chemical pollutants on the eco-balance in the pond

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:

As a class project, students conducted research on the use of water bottles on campus and the attitudes of students regarding plastic water bottles versus tap water. This course emphasized the value of water bottle refill stations over plastic water bottle use and encouraged facilities management to continue installing the refill stations and reduce water bottle usage on campus.

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:

The debate team has developed Green Standards for the hosting debate tournaments which includes encouraging attendees to NOT rent a car, but instead ride the light rail from the airport to downtown Ogden hotels.

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

A class project related to educating the campus about recycling through signage, service learning hours in waste management and recycling, promoting Campus Conservation Nationals, creating an informational exhibit related to water issues, and pamphlet regarding construction and sustainability practices on campus and in the community.

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:

Bottled water research was conducted fall 2013 as part of a class project. The findings disseminated in 3 different venues on campus. The perspectives and attitudes research was conducted spring 2014 with campus community partners of Facilities Management and the Energy and Sustainability Office. These partners have already begun using the findings from our research to work on better "getting the word out" about water sustainability and what WSU is doing for water sustainability.

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

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

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

A new course on Environmental Neurotoxins and Mental/Central Nervous System disorders addresses how pesticides, air pollution, water pollution, plastics, etc. influence mental/CNS disorders.

A course project related to producing educational materials (videos, pamphlets, lessons, posters) related to air quality issues (transit, idling, health, etc.)

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

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

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

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

Research

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

Credit
Academic Research
Support for Research
Access to Research

Responsible Party

Emily Mead

Sustainability Coordinator

Facilities Management

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

33

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

473

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

15

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

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

[Faculty Sustainability Research.pdf](#)

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

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

A survey was sent out to all faculty on campus via SurveyMonkey and responses were collected electronically.

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

The website URL where information about sustainability research is available:

Support for Research

Responsible Party

Emily Mead

Sustainability Coordinator

Facilities Management

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:

Weber State University has an Office of Undergraduate Research that awards funding and supplied mentoring for student projects. One example is the Rio Tinto funding, which support students and was used to send students to Mexico to collect data on American Avocets and Snowy Plover wintering there. It was also used to pay a student to assist in translating ornithology material into Spanish for students in Mexico. It will also fund students working this summer on a research project.

We are currently being funded through the UT Division of Water Quality to monitor shorebird eggs for both selenium and mercury contamination in Gilbert Bay of Great Salt Lake. USGS funded us to address the same questions at Bear River Migratory Bird Refuge. Kennecott is funding us to study the potential environmental impacts to wetland bird populations if/when their tailings facility is expanded. CH2MHill, a consulting firm, hired us to examine bird use along the Kennecott tailings drain. The tailings drain has high concentrations of selenium and thus can potential impact shorebird reproduction if they are found nesting at the site. We were funded last year to examine how and where Snowy Plovers use the US Magnesium facility on the west side of the lake. That site is a candidate for listing as a Superfund site due to PCB and dioxin contamination. Finally, we are completing a multi-year study looking at the

eutrophication of Farmington Bay. Sewage effluent and its high nutrient content has resulted in Farmington Bay being considered as an impaired water body by the US EPA. Consequently, we are conducting a multi-site study to compare the effects on the productivity, diets and condition of waterfowl, and shorebirds using this wetland. This study has been supported by a number of different entities including US EPA, UT Div of Water Quality but most recently by South Davis Sewer District.

WSU also received Urban Migratory Bird Treaty funding we received through the USFWS. This is involving a large number of students from WSU. For example, an ecology class is working with Mound Fort Junior High to help their students create a schoolyard habitat for birds. All of these projects support students as researchers and technicians.

Please see:

<http://faculty.weber.edu/jcavitt/undergraduateresearch.htm>

and

<http://departments.weber.edu/avianecologylab/aelpjects.htm>

In 2012 the WSU Environmental Issues Committee created a Student Sustainability Research Award Program. This award is awarded annually to the student who produces the best sustainability-related research project in the previous academic year.

Applicants are asked to provide a 250-word summary abstract of their research, including an explanation of how the research relates to the WSU Definition of Sustainability Research, along with an indication of how their work impacts the WSU community and the world beyond WSU.

Submissions are reviewed by a committee supervised by the Faculty Senate Environmental Issues Committee, consisting of seven members drawn from the seven colleges and a member of the WSU administration (e.g. Dean, Associate Provost, Provost). Committee members ideally will have demonstrated expertise in the field of sustainability.

The first student award was awarded in April, 2012. For further details see

<http://www.weber.edu/WSUImages/environment/Spring2012.pdf>

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

<http://faculty.weber.edu/jcavitt/undergraduateresearch.htm>

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:

In 2012 the WSU Environmental Issues Committee created a Faculty Sustainability Research Award Program. This award is awarded annually to the faculty member who produces the best sustainability-related research project in the previous academic year.

Applicants are asked to provide a 600-word summary abstract of their research, including an explanation of how the research relates to the WSU Definition of Sustainability Research, along with an indication of how their work impacts the WSU community and the world beyond WSU.

Submissions are reviewed by a committee supervised by the Faculty Senate Environmental Issues Committee, consisting of seven members drawn from the seven colleges and a member of the WSU administration (e.g. Dean, Associate Provost, Provost). Committee members ideally will have demonstrated expertise in the field of sustainability.

The first faculty award was awarded in April, 2012. For further details see

<http://www.weber.edu/WSUImages/environment/SustainabilityResearchAward/Faculty%20Sustainability%20Research%20Award%20Flyer.pdf>

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

<http://www.weber.edu/WSUImages/environment/SustainabilityResearchAward/Faculty%20Sustainability%20Research%20Award%20Flyer.pdf>

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?:

No

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

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

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

No

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

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

Responsible Party

Emily Mead

Sustainability Coordinator

Facilities Management

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:

31

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

31

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

The University Archives acquires faculty and student publications which document the intellectual and scholarly life of the institution, and seeks to document the history of Weber State as broadly as possible.

Weber State University uses Zotero for their repository.

(Reviewed and revised 2003)

A copy of the open access policy:

The open access policy:

The University Archives preserves all records, regardless of format, which document the history and operation of Weber State University. It is the official depository of all non-current records containing historical, legal, fiscal, or evidentiary value not required to remain in the originating office. It also acquires all official university publications.

All university records are considered as public records and are open for use except as provided for by State and Federal law.

Additionally, the University Archives acquires faculty and student publications which document the intellectual and scholarly life of the institution, and seeks to document the history of Weber State as broadly as possible.

The website URL where the open access repository is available:

<https://www.zotero.org/groups/weberstateinstitutionalrepository/items/order/dateModified/sort/desc>

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

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

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

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

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

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

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

Yes

Number of degree-seeking students enrolled at the institution:

26,532

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

Environmental Ambassadors

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

26,532

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

The Environmental Ambassadors is a student sustainability and educational outreach program. The program seeks to shift WSU culture toward pro-sustainability behaviors through education, outreach, and activities. Members are dedicated to promoting sustainability and environmental stewardship at WSU. The efforts of the Environmental Ambassadors program reach beyond campus borders to create a healthy and sustainable community for all.

Activities during the 2013-2014 academic year included the following:

Green Move-In – August 23-25

Opening Social – September 18

“Uranium Drive-In” film screening presented by WSU Shaw Gallery & Utah Film Center – September 19

Fall Tree Planting – September 25

Green the Stadium (Football) – September 28

Green BBQ – October 15

Make A Difference Day – October 19

Green the Stadium (Football) – October 19

Sustainability Day - Wednesday, October 23, 2013

Waste Audit (Fall) – October 30

Bioneers Conference – November 1-2

Nexus Architectural Building Tour – November 8

America Recycles Day – November 15

Green the Stadium (BBall w/ USU) – November 26

Recyclemania – January 29 - March 29

Waste Audit (Spring) – February 26, 2013

Intermountain Sustainability Survey – March 6, 7

Green the Stadium (BBall w/ Alice’s class) – March 1

Campus Conservation Nationals – March 24 – April 7

Club/Org Carnival – April 9

Spring Tree Planting (Arbor Day) – April 9

Green Ambassadors of Shadow Valley Elementary School – April 15

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

Student educators are selected through a three-step process:

First, the student can either obtain an application from the program coordinator or fill out an application online to become an Environmental Ambassador.

Second, the program coordinator reviews the application and ensures that the student educator has the time and initiative to actively participate in the program throughout the school year.

Finally, selected participants are required to attend a formal training in the fall and the program coordinator works with the Environmental Ambassadors throughout the year to put on events and implement programs that foster positive change and sustainability on campus.

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

All Environmental Ambassadors are required to attend a full-day training on Saturday during the first month of the fall semester. During this training the Environmental Ambassadors are presented with the most current information regarding sustainability efforts on campus and are provided with training on professionalism, effective communication and conducting outreach campaigns. Throughout the year the Environmental Ambassadors receive additional training by attending local sustainability conferences and university lectures. The Environmental Ambassadors are also led by a paid program coordinator who is there to lead and educate the group as they work on various projects and programs. Weekly meetings are used as an opportunity to not only coordinate work but to provide a forum to reflect and learn.

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

The Environmental Ambassadors Program is primarily financed by and housed in the Energy & Sustainability Office which is located in the Facilities Management Department. Three paid student interns are responsible for running and leading the program. The student interns are managed by the campus Sustainability Coordinator. Some funding to implement campus sustainability projects and attend the annual AASHE conference is provided by student fee money.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

http://www.weber.edu/sustainability/Topics/Environmental_Ambassadors.html

Responsible Party

Jennifer Bodine

Sustainability Specialist

Facilities Management

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.

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

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

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

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

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

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

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

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

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

The Environmental Club is a politically active group focused on promoting environmentally friendly policies at the local level and legislation at the state level. The Environmental Club often works closely with WSU's Environmental Ambassadors to educate the campus community about environmental issues and sustainable living.

WSU also has a student chapter of the U.S. Green Building Council (USGBC) which promotes and educates the campus on green building techniques.

The website URL where information about student groups is available:

<http://www.weber.edu/sustainability>

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:

A group of WSU students established a community garden in the summer of 2011. The garden is open to all students, faculty, and staff that are willing to volunteer their time and pay a fee each season of \$25 to buy seeds and supplies. The garden is worked in a collaborative fashion and produce is shared equally by the participants

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

http://www.weber.edu/sustainability/Topics/Community_Garden.html

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

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

A brief description of the sustainable investment or finance initiatives:

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

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

From 2010 on, Weber State University has annually hosted the Intermountain Sustainability Summit. The 6th Annual conference will be held on March 5-6, 2015.

WSU is in the process of hosting a three-year engaged learning series focused on sustainability. The first year of this series (2012-2013) centered on water issues, the second year of the series (2013-2014) was entitled On Air, and the final part of this series, Food Matters, will be held this academic year (2014-2015). A schedule of this year's events can be found at:

<http://www.weber.edu/ccel/foodmatters.html>

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

<http://www.intermountainsustainabilitysummit.com/>

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

WSU is in the process of hosting a three-year engaged learning series focused on sustainability. The first year of this series (2012-2013) centered on water issues, the second year of the series (2013-2014) was entitled On Air, and the final part of this series, Food Matters, will be held this academic year (2014-2015). Art exhibits, installations, and performances have been incorporated into this series over the past two years and will be a part of the series this academic year. A schedule of this year's events can be found at:

<http://www.weber.edu/ccel/foodmatters.html>

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

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

Weber State University has an Outdoor Program, through Campus Recreation, that organizes a variety of outdoor trips and opportunities including rock climbing, backpacking, etc. All WSU Outdoor Program leaders/teachers are required to take training courses that incorporate Leave No Trace principles. These principles are then incorporated into every WSU Outdoor Program outing or event. Leave No Trace brochures are also available in the Outdoor Program's Office.

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

<http://www.weber.edu/outdoor/>

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

As discussed above, WSU is in the process of hosting a three-year engaged learning series focused on sustainability. In early spring, 2012, WSU's Director of Cultural Affairs, a faculty member in Geography, and the Dean of the College of Arts & Humanities, approached the Provost to see if he would consider funding an on-campus visit by Sandra Steingraber, acclaimed ecologist, biologist, and author of *Living Downstream*, *Raising Elijah*, as well as essays and poems examining humans' troubled relationships with water. The Provost suggested that they bring in multiple speakers over the course of the academic year to address water as a topic rather than just one—and Water Works was born. This cross-college effort was transformed into a three-year series of annual thematic discussions at

Weber State. After Water Works, the second year of the series (2013-2014) was entitled On Air, and the final part of this series, Food Matters, will be held this academic year (2014-2015).

The website URL where information about the theme is available:

<http://www.weber.edu/ccel/foodmatters.html>

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

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

A brief description of sustainability-focused student employment opportunities:

The Energy & Sustainability Office on campus runs a paid student internship program. Currently three students are employed by this program. These three students are responsible for running the student Environmental Ambassadors Program.

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

http://www.weber.edu/sustainability/Topics/Environmental_Ambassadors.html

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

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

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

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

Outreach Materials and Publications

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

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

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

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

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

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

A sustainability newsletter	Yes
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	No
Food service area signage and/or brochures that include information about sustainable food systems	Yes
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	No
A sustainability walking map or tour	Yes
A guide for commuters about how to use alternative methods of transportation	No
Navigation and educational tools for bicyclists and pedestrians	No
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	No

A brief description of the central sustainability website:

Weber State University's sustainability website provides the following information:

- sustainability-related academic programs
- completed sustainability projects
- sustainability-related news
- access to the University's climate action plan, annual sustainability reports, GHG reports, etc.
- a community calendar listing all sustainability-related events from speakers to events and meetings hosted by the Environmental

Ambassadors

- resources for getting involved and reducing your impact

The website URL for the central sustainability website:

<http://www.weber.edu/sustainability>

A brief description of the sustainability newsletter:

Weber State University's sustainability newsletter is co-produced by the Energy & Sustainability Office and the Environmental Issues Committee which is part of WSU's Faculty Senate. The newsletter is produced at least once per semester and contains articles regarding upcoming green speaker events, tips for living sustainably, and information regarding campus sustainability projects currently under construction or recently completed. Historically the newsletter was sent out to a listserv via email. More recently, it is being posted on the website below with a link emailed out to the listserv.

The website URL for the sustainability newsletter:

<http://www.weber.edu/environment/Newsletter.html>

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

The Energy & Sustainability Office at WSU maintain Facebook and Twitter accounts focused on sustainability. The Twitter account can be followed @WSUsustainable.

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

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

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

While not sustainability-specific, Weber State University does have its own Undergraduate Research Journal, Ergo, which is supported by all colleges and departments. If students, in any department, have participated in an inquiry or investigation that makes an original, intellectual or creative contribution to their discipline, their research qualifies for publication. Publication submission and review details are available on WSU's Ergo website:

<http://www.weber.edu/OUR/ergo>

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

<http://www.weber.edu/OUR/ergo>

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

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

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

Sodexo is WSU's food service provider. They have signage for their Meatless Mondays program which includes information about the health and environmental benefits associated with reducing meat consumption.

Sodexo also has a large map of Utah that shows where WSU's locally produced food comes from and includes information on the environmental importance of eating as locally as possible.

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

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

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:

Weber State University has a sustainability map that highlights the key sustainability-related projects and offices on campus. This map is available on the campus sustainability website. A direct link is provided below.

The website URL of the sustainability walking map or tour:

<http://www.weber.edu/wsuiimages/sustainability/Operations%20And%20Facilities/Sustainability%20Map.pdf>

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

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

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

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:

Weber State University's sustainability guide was originally produced collaboratively by students in WSU's Geography 3060 spring semester class (2011), the Environmental Issues Committee, and the Energy & Sustainability Office at WSU. The guide, which was updated in spring 2014, contains information on conserving and protecting water resources, shopping green, saving energy, reducing air pollution, and reducing waste.

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

<https://apps.weber.edu/wsuiimages/sustainability/Green%20Guide%20Redone%20Final.pdf>

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:

Weber State University's student newspaper, The Signpost, has made it a priority for the past three years to cover environmental and sustainability issues. Articles can be viewed at:

<http://www.wsusignpost.com/>

by conducting a search for articles using the words sustainability and/or environment.

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://www.wsusignpost.com/>

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

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

No

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

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

Outreach Campaign

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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):

Campus Conservation Nationals, RecycleMania

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

WSU participated in two national sustainability events during the academic year 2012-2013.

Recyclemania is an eight week competition aimed at increasing recycling on campus and Campus Conservation Nationals is a national energy saving competition. The latter had three different components: competition for the building as a whole, floor vs floor, and suite vs suite.

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

Reyclemania had a slight, but measurable increase in recycling.

Campus Conservation produced many measurable positive results. The building as a whole decreased consumption of electricity vs the two week baseline. Some suites in the building reduced their electricity use by as much as 25%, and all but one floor reduced their consumption.

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

The name of the campaign (2nd campaign):

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

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

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

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

Employee Educators Program

Criteria

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

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

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

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

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

Employee Orientation

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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:

WSU's sustainability coordinator attends every new staff and new faculty orientation to introduce employees to the Energy & Sustainability Office. Employees are familiarized with the energy and water conserving projects currently being implemented on campus and are provided with information on what/how to recycle various items. Employees are also provided with the sustainable living brochure, they are briefed on sustainability-related campus policies (i.e. anti-idling), and they are encouraged to get involved and share their green ideas throughout their employment with WSU. New employees are also introduced to WSU's Green Department Certification Program at this time and are encouraged to get their respective departments involved if they aren't already.

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

Staff Professional Development

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

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

Public Engagement

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

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

Community Partnerships

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
<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:

John Cavitt's Avian Ecology Lab

- In addition, the AEL has a commitment with the US Fish and Wildlife Service to coordinate the Ogden Migratory Bird Program. This is a community-based project that Weber State University coordinates. Community partners include, Ogden City, Ogden School District, Ogden Nature Center, Wasatch Audubon Society, and the Bear River Migratory Bird Refuge. This funded program is administered from the AEL.

<http://community.weber.edu/UrbanBirds/>

Ogden United Promise Neighborho

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):

UTA Transit study

Science Outside program

<http://webercsme.org/scienceoutside/>

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

No

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

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

The website URL where information about sustainability partnerships is available:

Inter-Campus Collaboration

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

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

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

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

Yes

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

In Utah we have an Intercampus Sustainability Consortium that meets 1-2 times annually to share ideas and best practices. Staff, students, and faculty of all colleges and universities in the State are invited to attend. At our last meeting in March, 2014, we discussed ways that we could collaborate more on competitive events such as RecycleMania, Game Day Challenge, and Campus Conservation Nationals. We discussed the idea of hiring a Utah Higher Education Sustainability Coordinator to help coordinate our efforts and then we shared successes/challenges with the various sustainability projects we are working on. Sometimes formal presentations are made and oftentimes the meeting is a more informal and collegial discussion about what efforts have worked and failed.

In addition to the formal annual meetings we contact one another for ideas and suggestions throughout the year. For example, we have been speaking with sustainability staff at the University of Utah frequently to discuss how they successfully set up their farmer's market because WSU is planning to start a market this fall. Students at WSU have also been in contact with other students at Utah State University and University of Utah to talk about how to launch a fossil fuel divestment campaign on campus. And many of the State's institutions contact our office regarding our energy efficiency projects.

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:

In addition to the Utah Intercampus Sustainability Consortium, WSU is a member of the Utah Chapter of the Association Energy Engineers. The Utah AEE meets monthly to tour energy efficient facilities, visit new renewable energy projects, and share best practices. Information about the AEE and its regional chapters can be found at:

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

Over the past few years WSU has hosted an Intermountain Sustainability Summit open to colleges/universities, non-profits, and businesses primarily in the Intermountain region. Please see:

<http://departments.weber.edu/ce/conferences/IRSS/>

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

<http://www.facebook.com/UtahISC>

Continuing Education

Responsible Party

Emily Mead
Sustainability Coordinator
Facilities Management

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:

6

Total number of continuing education courses offered:

119

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:

Natural Environments of the Earth - A study of the interrelated systems that constitute the earth's surface environment, e.g., landforms, weather, climate, natural vegetation, hydrology, and soils, and their integrated patterns of world distribution.

Solar PV Systems: This course provides an introduction to solar photovoltaic (PV) technologies and prepares students to identify specific applications for photovoltaic systems.

Structural Design and Detail: This course is an analysis of the structural behavior of architecturally engineered buildings and structures. Students will explore the properties of materials and their connections used in the construction.

Residential Architectural Design: The study of residential and commercial architectural design and construction documents

Introduction to Interior Design: In this course you'll learn the basic elements and principles of design as they relate to interiors as well as a brief survey of American architecture and furnishings.

Gardening 101: From garden design and layout to soil prep and pruning, you'll learn everything you need to grow a successful garden in this four-day workshop.

Gardening 101

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

No

A brief description of the certificate program:

Year the certificate program was created:

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

Community Service

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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:

6,396

Total number of students :

25,155

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:

176,922

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:

The Center for Community Engaged Learning at Weber State University keeps track of every student's community service hours. The total number of hours completed by the student appears on the student's transcript. If needed or desired, the Center can also provide [STARS Reporting Tool](#) | [AASHE](#)

detailed reports on a student's service hours. For example, they can provide how many hours a student put in on a specific project or for a specific organization.

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:

The John A. Lindquist Award is given annually to a current WSU faculty or staff person who has demonstrated sustained and outstanding commitment to mentoring WSU students in learning through civic engagement. The award publicly recognizes the time and energy staff and faculty devote to enhancing student learning and developing community partnerships.

Grants are also provided to fund civic engagement activities proposed by employees through the Alan E. and Jeanne N. Hall Endowment for Community Outreach. The objective of the Alan E. and Jeanne N. Hall Endowment for Community Outreach is to address the needs of disadvantaged individuals, families, and groups within Ogden and the surrounding communities by enhancing their educational, economic, social, psychological and cultural well-being. Grant information can be found at:

<http://www.weber.edu/ccel/grants.html>

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

<http://www.weber.edu/ccel>

Community Stakeholder Engagement

Criteria

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

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

And

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

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

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

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

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

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

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

List of identified community stakeholders:

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

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

Participation in Public Policy

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.

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

Trademark Licensing

Criteria

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

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

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

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

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

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

Operations

Air & Climate

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

Credit
Greenhouse Gas Emissions
Outdoor Air Quality

Greenhouse Gas Emissions

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

Part 1

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

Part 2

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

Part 3

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

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

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

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

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

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

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

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

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

Yes

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

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

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

No

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

Weber State University's sustainability coordinator collects all of the necessary data and inputs the data into the Clean Air-Cool Planet Excel spreadsheet tool (v7.0) for calculation and analysis.

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

No

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

Scope 1 and Scope 2 GHG emissions::

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

Scope 1 GHG emissions from stationary combustion	<i>7,857 Metric Tons of CO2 Equivalent</i>	<i>9,618 Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	<i>845 Metric Tons of CO2 Equivalent</i>	<i>740 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	<i>11,292 Metric Tons of CO2 Equivalent</i>	<i>15,592 Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
Institution-catalyzed carbon offsets generated	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	<i>0 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	<i>193 Metric Tons of CO2 Equivalent</i>	<i>0 Metric Tons of CO2 Equivalent</i>
Third-party verified carbon offsets purchased	<i>1,662 Metric Tons of CO2 Equivalent</i>	<i>587 Metric Tons of CO2 Equivalent</i>

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

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

A brief description of the composting and carbon storage program:

All landscape waste on the WSU Ogden Campus is composted and then reapplied to the grounds.

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

Weber State University purchases RECs from Rocky Mountain Power's Blue Sky Program. Purchases are made in 100 kwh blocks. For the past few years, WSU has purchased 43,236 blocks annually. In FY 2007, WSU purchased 15,000 blocks.

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	750	475
Number of residential employees	5	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	15,617	12,692
Full-time equivalent of employees	1,685	1,516
Full-time equivalent of distance education students	2,564	1,828

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007

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

FY 2007 is the year that WSU became an ACUPCC signatory and made the commitment to become a carbon neutral campus. This is the year we have used as our baseline for all of our ACUPCC reports and all internal reporting.

Gross floor area of building space, performance year:

2,823,731 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	20,142 <i>Square Feet</i>

Healthcare space	<i>5,765 Square Feet</i>
Other energy intensive space	<i>0 Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	<i>3,694 Metric Tons of CO2 Equivalent</i>
Commuting	<i>33,543.74 Metric Tons of CO2 Equivalent</i>
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	<i>2,793 Metric Tons of CO2 Equivalent</i>
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

The website URL where the GHG emissions inventory is posted:

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

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

Outdoor Air Quality

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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:

WSU has an idle free policy. Policy 5-49 prohibits idling for more than two minutes on any WSU campus. The policy in its entirety can be found at:

http://www.weber.edu/ppm/Policies/5-49_IdleFreeZones.html

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:

WSU's significant sources of stationary emissions come from the central campus heat plant and the stand alone boilers in the buildings not connected to the central plant. WSU follows Utah Department of Air Quality standards and protocols for conducting its air emissions inventory.

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

	Weight of Emissions
Nitrogen oxides (NOx)	6.80 <i>Tons</i>
Sulfur oxides (SOx)	0.20 <i>Tons</i>
Carbon monoxide (CO)	---
Particulate matter (PM)	0.79 <i>Tons</i>
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	0.21 <i>Tons</i>

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

Over the past four years, WSU has been upgrading the central plant steam system by repairing leaks, replacing isolation valves, replacing piping, and insulating the entire system line with new aerogel insulation. This work has reduced our natural gas consumption by the central plant significantly.

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

Buildings

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

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

Building Operations and Maintenance

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Building Design and Construction

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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:

Using LEED

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

327,038 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	296,935 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	0 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

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

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

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major

renovations used by an Established Green Building Council::

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

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

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

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

0 *Square Feet*

A copy of the guidelines or policies :

The date the guidelines or policies were adopted:

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

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

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

Indoor Air Quality

Criteria

Institution has an indoor air quality (IAQ) management program that includes regular auditing or monitoring, a mechanism for occupants to register complaints, and action plans to implement any corrective measures required in response to audits, monitoring or complaints.

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

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

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

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:

11

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

[Total_Local_Purchases.xlsx](#)

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

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

No

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

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

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

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

WSU contracts with Sodexo which is a company committed to sustainability. About 11% of Sodexo's purchases are locally sourced or are USDA certified organic or Fair Trade certified.

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

Sodexo provided the Energy & Sustainability Office with their annual purchases spreadsheet and the ESO staff researched each item to determine if it met the STARS criteria.

Total annual food and beverage expenditures:

695,476.84 US/Canadian \$

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

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

Has the institution achieved the following?:

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

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

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

Low Impact Dining

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

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

100

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

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

Yes

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

No

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”):

The Wildcat Room has a Meatless Mondays program. Lotza tacos, Subconnection, and the Wildcat Room in the Shepherd Union provide vegan dining options every day.

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

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

Annual dining services expenditures on food:

Annual dining services expenditures on conventionally produced animal products:

Annual dining services expenditures on sustainably produced animal products:

Energy

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

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

Credit
Building Energy Consumption
Clean and Renewable Energy

Building Energy Consumption

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

Part 1

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

Part 2

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

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

"---" 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	247,823 <i>MMBtu</i>	315,642 <i>MMBtu</i>

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	100,185 <i>MMBtu</i>	135,738 <i>MMBtu</i>
District steam/hot water	147,638 <i>MMBtu</i>	179,904 <i>MMBtu</i>

Gross floor area of building space::

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

Gross floor area	2,823,731 <i>Gross Square Feet</i>	2,469,079 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	20,142 <i>Square Feet</i>
Healthcare space	5,765 <i>Square Feet</i>
Other energy intensive space	

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

	Degree Days
Heating degree days	6,547
Cooling degree days	1,315

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007

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

FY 2007 is the year that WSU became an ACUPCC signatory and made the commitment to become a carbon neutral campus. This is the year we have used as our baseline for all of our ACUPCC reports and all internal reporting.

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

During business hours we have a heating set point of 70 degrees and a cooling set point of 74 degrees. When the buildings are unoccupied we have a heating set point of 55 degrees and a cooling set point of 83 degrees. Most campus buildings operate on building timers using the BAS (Building Automation System). The main campus uses Johnson Control's Metasys, and the Davis Campus uses Atkinson's Staeffa Talon.

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

There are various applications of LED building lighting and accent lighting on campus. Most notably we converted our Dee Events Center arena lighting over to LED.

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

About half of our buildings on campus employ the use of dual technology occupancy sensors and the rest are in the process of being converted over to this technology.

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

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

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

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

As of fall 2013 WSU has started recommissioning at least two buildings per year. Buildings with the poorest EUIs and largest number of occupant complaints have the highest priority for recommissioning.

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

The campus utilizes the JCI Metasys which works as an energy management system. Over 95% of WSU's campus buildings are now sub-metered with data available for public viewing through our Lucid Dashboard system which can be found at:

<http://buildingdashboard.net/weber/>

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

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

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

Almost all vending machines on campus are on vending misers.

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

Too many to detail in this space. For detailed information please visit:

www.weber.edu/sustainability

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

<http://www.weber.edu/sustainability>

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

Option 1:

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

Option 2:

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

Option 3:

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

Option 4:

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

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	388 <i>MMBtu</i>
Option 2: Non-electric renewable energy generated on-site	1,241 <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)	14,741 <i>MMBtu</i>

Total energy consumption, performance year:

247,823 *MMBtu*

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

WSU has two solar PV arrays (one on the Shepherd Union and one on the Davis building).

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

WSU also has a solar thermal array on the Swenson Gym that is used to heat the swimming pool and a solar thermal array on the Wildcat Village dorms for domestic hot water heating.

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

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

Weber State University purchased 43,236 "Blue Sky" blocks from Rocky Mountain Power during fiscal year 2014. Each block is equivalent to 100 kwh for a total of 4,323,600 kwh purchased.

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

<http://www.weber.edu/sustainability>

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

- 1) Managed in accordance with an Integrated Pest Management (IPM) Plan
- 2) Managed in accordance with a sustainable landscape management program

And/or

- 3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <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	504 Acres
Footprint of the institution's buildings	34.10 Acres
Area of undeveloped land, excluding any protected areas	229.70 Acres

Area of managed grounds that is::

	Area
Managed in accordance with an Integrated Pest Management (IPM) Plan	240.20 Acres
Managed in accordance with a sustainable landscape management program that includes an IPM plan and otherwise meets the criteria outlined	0 Acres
Managed organically, third party certified and/or protected	0 Acres

A copy of the IPM plan:

The IPM plan :

In 2008, Weber State University created an IPM coordinator position in the Landscaping Department to create and oversee an Integrated Pest Management program for the University.

The first step taken by the IPM coordinator was the creation of a pesticide application log to help WSU track the use and cost of pesticides each year. After employees became accustomed to this process, the IPM coordinator introduced and implemented the following four-tiered approach to Integrated Pest Management:

1- Set Action Thresholds

An action threshold is a percentage of pests to be tolerated in a particular area without taking any action to control them. The idea is that we cannot kill one hundred percent of the pests in nature so we allow a certain percentage to exist unchecked

The IPM coordinator set WSU's action thresholds as follows: ten percent for trees and shrubs, five percent for flower beds and turf, and one percent for extremely high visibility and marketing areas.

2- Monitor for pests

Not every bug or weed in a landscape needs to be controlled as many are completely harmless to plants and people. Some such as lady bugs are actually beneficial to a plant.

Through monitoring, WSU first correctly identifies a potential pest before it becomes a problem and then takes appropriate action. This decreases the amount of pesticides WSU has to use which saves money and reduces harmful environmental impacts.

To aid in this process the IPM coordinator created an IPM Landscape Monitoring Field Data Sheet and trained staff on how to use it effectively.

3- Preventive cultural practices

WSU's Landscape Department believes that the best defense is a good offense, so their primary focus is on preventing a pest from ever getting out of control. Prevention is accomplished by first trying to select varieties of plants that are best for our growing conditions and the location of the planting and then great care is taken in the planting of that plant. WSU's Landscaping Department also tries to select pest resistant cultivars. These measures, along with proper sanitation of the plant sight, (no dead leaves and excessive weeds) help to maintain healthy plants. After all a stressed plant is a vulnerable plant.

4- Control.

If a pest exceeds acceptable levels, the first control method to be used is mechanical control. This can be as simple as picking the bugs off of an infested plant, putting up insect barriers, using traps, or even vacuuming the plant.

If the infestation persists WSU then employs biological controls. These include predatory insects, naturally derived chemicals, microorganisms such as bt, or other entomopathogenic organisms.

If all these steps fail to control the outbreak, then WSU uses an application of non-restricted chemicals. Weber State does not use restricted chemical pesticides unless extraordinary circumstance dictate it. Using restricted chemicals requires the approval of the IPM coordinator and the Landscape Department manager.

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

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

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

Weber State University's composting program is implemented as follows:

- 1- Cut the grass, trim the trees and grind the branches, or cut the fall cuttings.
- 2- Haul to composting area and dump it in the correct labeled pile

- 3- Take from the pile and layer into one 30 ft x 10 ft pile (add 4 parts “Brown” to 1 part “Green”)
- 4- Water while building the pile to a consistency of a rung out sponge
- 5- Measure temperature every other day to see if pile is at 150 degrees
- 6- If at temperature, turn pile (put sides in the middle and put middle to the outside and water again to prior consistency)
- 7- Turn pile every two weeks until pile has quit reaching temperatures and decomposed (may take 4 months to break down completely)
- 8- Use decomposed material in flower beds and pots and in the turf

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

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

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

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

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

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

Yes

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

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

The institution conducts one or both of the following:

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

And/or

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

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

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

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

Purchasing

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

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

Electronics Purchasing

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.

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

Cleaning Products Purchasing

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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?:

No

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

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

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

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:

58,624.80 US/Canadian \$

Total expenditures on cleaning and janitorial products:

225,366.67 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?:

No

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

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

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

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

Office Paper Purchasing

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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.

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

Inclusive and Local Purchasing

Criteria

Part 1

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

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

Part 2

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

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

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

Life Cycle Cost Analysis

Criteria

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

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

Guidelines for Business Partners

Criteria

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

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

And/or

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

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

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

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

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

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

Transportation

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

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

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

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

152

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

	Number of Vehicles

Gasoline-electric, non-plug-in hybrid	0
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	1
100 percent electric	0
Fueled with compressed natural gas (CNG)	12
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

For the past few years WSU has focused on transitioning the shuttle buses over to CNG fueled shuttles. A CNG refueling station was also constructed on campus property three years ago and this station is open to the public. This year WSU purchased its first plug-in hybrid for the fleet. WSU plans to purchase more of these vehicles and potentially all electric vehicles in the near future. WSU's Facilities Management Department has also purchased four electric golf carts for employee use around campus.

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

Student Commute Modal Split

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

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

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

Total percentage of students that use more sustainable commuting options:

22

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)	78
Walk, bicycle, or use other non-motorized means	5
Vanpool or carpool	6
Take a campus shuttle or public transportation	11
Use a motorcycle, scooter or moped	---

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

Commuting data is derived from a survey conducted every few years by the Energy & Sustainability Office at WSU. The first survey was conducted in the spring of 2011 and the second was conducted in the spring of 2014. In both instances, surveys were sent to a random sample of students, faculty and staff through WSU's Student Voice. Survey participants were asked to report on the mode(s) of transportation used to travel to campus, the distance from their home to campus, and the average number of days per week traveled to

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

campus. If respondents indicated that they traveled to both the Ogden and Davis Campuses, then data for travel to both campuses was collected.

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

<http://www.weber.edu/wsuiimages/sustainability/PlansReports/WSUsurveyresults2014.pdf>

Employee Commute Modal Split

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

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

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

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

14

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)	86
Walk, bicycle, or use other non-motorized means	5.50
Vanpool or carpool	5.50
Take a campus shuttle or public transportation	3
Use a motorcycle, scooter or moped	---
Telecommute for 50 percent or more of their regular work hours	---

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

Commuting data is derived from a survey conducted every few years by the Energy & Sustainability Office. The first survey was conducted in the spring of 2011 and the second was conducted in the spring of 2014. In both instances, surveys were sent to a random sample of students, faculty and staff through WSU's Student Voice. Survey participants were asked to report on the mode(s) of transportation used to travel to campus, the distance from their home to campus, and the average number of days per week traveled to campus. If respondents indicated that they traveled to both the Ogden and Davis Campuses, then data for travel to both campuses was collected.

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

<http://www.weber.edu/wsuiimages/sustainability/PlansReports/WSUsurveyresults2014.pdf>

Support for Sustainable Transportation

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

Part 1

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

Option A: Institution:

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

And/or

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

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

Part 2

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

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

- Other strategies

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

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

Yes

A brief description of the facilities for bicycle commuters:

The Swenson gym on campus has personal lockers, showers, and also has bike lockers available for rent.

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

No

A brief description of the bicycle parking and storage facilities:

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

No

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

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

No

A brief description of the bicycle sharing program:

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):

All full-time WSU students, faculty, and staff are provided with a free Utah Transit Authority (UTA) Ed Pass that gives unlimited access to UTA buses, TRAX, and Frontrunner.

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

No

A brief description of the GRT program:

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

No

A brief description of the carpool/vanpool program:

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

Yes

A brief description of the car sharing program:

In the summer of 2012, WSU acquired 2 vehicles from U haul and initiated its U haul Car Share program where all University staff, faculty, and students can rent the cars by the hour.

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

No

A brief description of the electric vehicle recharging stations:

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

Yes

A brief description of the telecommuting program:

WSU permits telecommuting via agreements between employee and employer.

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:

WSU permits condensed work weeks via agreements between employee and employer.

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

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

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

Yes

A brief description of other sustainable transportation initiatives and programs:

WSU provides a 20% discount on parking passes for vehicles that have a green score of 45 or higher on the American Council for an Energy-Efficient Economy (ACEEE) Green Cars rating system.

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

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Minimization
Waste Diversion
Construction and Demolition Waste Diversion
Hazardous Waste Management

Waste Minimization

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	195 Tons	0 Tons
Materials composted	125 Tons	0 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	901 Tons	845 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	750	475
Number of residential employees	5	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	15,617	12,692
Full-time equivalent of employees	1,685	1,516
Full-time equivalent of distance education students	2,564	1,828

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007

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

For consistency throughout the STARS report, WSU will use the baseline year of FY 2007. FY 2007 was chosen as the baseline year for our Climate Action Plan because that was the year we became an ACUPCC signatory.

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

The student Environmental Ambassadors conduct two waste audits every academic year in the Shepherd Union building.

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

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

Weber State University Property Control inventories and audits all institutional equipment. It is a surplus property outlet, where the sale and disposal of all university surplus property is handled.

Surplus Equipment for Campus Use is available Monday through Friday 7:30 a.m. to 4:30 p.m.

Public Sales of Surplus Equipment is on Wednesdays and Fridays 8:00 a.m. to 4:00 p.m.

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

At Weber State University all course catalogs, course schedules, and directories are available online. Course schedules and course catalogs are no longer printed and can only be accessed online.

Hard copies of the University directory are available for a fee. The norm is to look up staff online through the eWeber portal.

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

All students are provided with \$4 worth of printing each year and then they must pay for any copies that are additional.

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

The student Environmental Ambassadors Program has conducted a green move in and move out for the past two years. Recyclable items are collected, canned food is collected for donation to the local food pantry and students have the opportunity to donate unwanted items to Big Brothers Big Sisters.

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:

WSU's campus dining services provider, Sodexo, tracks all pre-consumer food waste and composts all of the compostable items in the Earth Tub located at the Shepherd Union building.

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

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):

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:

A mug can either be purchased from Sodexo or you can bring your own and receive 58 cents off any refill of coffee or soda.

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:

Waste Diversion

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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:

358 Tons

Materials disposed in a solid waste landfill or incinerator :

901 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:

We have a comprehensive campus-wide recycling program and our landscape department has a comprehensive composting program for all of our landscape waste.

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

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

In the summer of 2012 WSU purchased and installed an Earth Tub to compost all of the pre-consumer food waste generated by the kitchen staff at the Shepherd Union. All food prepared for conferences, the campus food court, and the campus buffet (The Wildcat Room) is prepared at the Shepherd Union.

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

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

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

Tires

Yes

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

Construction and Demolition Waste Diversion

Criteria

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

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

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

Hazardous Waste Management

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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:

Weber State University is working to reduce and eliminate hazardous waste. For example, in the Facilities Management Department, all paints have been switched over to water-based paints rather than using paints with VOCs. In general, Facilities Management is working to purchase products with little or no VOCs if there is a good substitute for traditionally purchased products.

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

Weber State University has an Environmental Health and Safety Department that is responsible for keeping track of and properly disposing of all hazardous materials. With regard to chemical disposal, the Environmental Health and Safety Department uses the state contractor, Clean Harbors, to dispose of those materials. Bio-hazardous materials are disposed of through MDS (Medical Disposal Systems, Inc.)

A brief description of any significant hazardous material release incidents during the previous three years, including

volume, impact and response/remediation:

Over the past three years, WSU has had 7 very minor spills (1 quart or less) of either motor oil, machine oil, diesel fuel, or hydraulic oil. In all cases the response to the spill was to absorbant and rags to clean up the spill and dispose of the waste through Clean Harbors.

Only one significant incident occurred in November 2012. An Outside contractor put 1 gallon of left over chlorine into a 55 gal drum that contained sulfuric acid after servicing the campus pool chlorination system. This resulted in a response by 21 personnel (WSU and Off-campus responders); the chemical was isolated, contained, and a 300 ft perimeter was established. Internal temperatures were monitored. 2 WSU employees were sent for health exams (WorkMed) but no symptoms were present. Skyline Drive was closed for approx. 1.5 hours.

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

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

Yes

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

No

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

WSU's Property Control receives all e-waste and will first refurbish the material for reuse. If other University departments do not want the materials then they are put up for public sale. All items that cannot be reused are recycled through the state contractor.

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

Weber State University sends all e-waste for recycling to a certified state contractor.

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

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

Water

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Use
Rainwater Management
Wastewater Management

Water Use

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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	157,142,422 Gallons	144,717,607 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	49,205,200 Gallons	55,089,700 Gallons

Figures needed to determine "Weighted Campus Users"::

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

Number of residential students	750	475
Number of residential employees	5	0
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	15,617	12,692
Full-time equivalent of employees	1,685	1,516
Full-time equivalent of distance education students	2,564	1,828

Gross floor area of building space::

	Performance Year	Baseline Year
Gross floor area	2,823,731 <i>Square Feet</i>	2,469,079 <i>Square Feet</i>

Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	329.74 <i>Acres</i>	348 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007

A brief description of when and why the water use baseline was adopted:

For consistency with STARS, WSU is using the baseline year of FY 2007. FY 2007 was chosen because the University became an ACUPCC signatory in that year and used that year as the baseline in the Climate Action Plan.

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:

Over 95% of WSU facilities are watered using non-potable water. Our water for irrigation is obtained from the PineView Reservoir, from Weber Basin, and partially from stormwater that runs off into the main campus pond.

The small areas that are still watered using culinary water are being xeriscaped.

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

As of fall 2013 WSU has water sub-meters on over 95% of its buildings. Through water bills, WSU is able to obtain the total potable water use for the University. WSU also meters all of its non-potable water which is used for irrigation.

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

Low flow fixtures have been installed in the Stromberg Complex, the Stewart Library, and the Davis 2 building. All new construction is required to have low flow fixtures and dual flush toilets. WSU plans to retrofit all other existing buildings on campus with low flow fixtures and dual flush toilets over the next several years.

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):

Most of WSU's landscaping is irrigated using non-potable water. However, those areas that are irrigated using culinary water have been and/or are being xeriscaped to reduce water consumption and water bills.

Many areas adjacent to parking lots have also been xeriscaped in several locations on campus.

A brief description of any weather-informed irrigation technologies employed by the institution:

Weber State University has a weather station that shuts off irrigation controllers when it has rained at least 0.15 inches in an hour that day or when the wind is blowing at 25 MPH or more for at least 10 minutes. WSU utilizes Rain Master's Evolution software and is currently in the process of converting the weather station over to ET mode so that we will only be irrigating to the exact level necessary.

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:

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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.

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

Wastewater Management

Criteria

Institution's wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Planning & Administration

Coordination, Planning & Governance

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit
Sustainability Coordination
Sustainability Planning
Governance

Sustainability Coordination

Responsible Party

Jennifer Bodine

Sustainability Specialist

Facilities Management

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The Energy & Sustainability Office is located in the Facilities Management Department and is responsible for the following campus-wide:

Planning, creating, and maintaining a sustainable university.

Educating ourselves, the campus, and the community on sustainable practices and lifestyles.

Communicating regularly and transparently with the campus and the surrounding community about WSU's progress towards becoming a sustainable campus.

With the help of WSU's Environmental Issues Committee (see below) this office is responsible for making progress on STARS and meeting the goals outlined in the University Climate Action Plan. Some of the most significant accomplishments include the following:

- Reducing campus-wide natural gas and electricity consumption by 30% from the 2007 baseline.
- Creating and launching the student Environmental Ambassadors Program
- Getting a student sustainability fund approved to finance campus sustainability projects

- Getting a campus anti-idling policy approved
- Hosting the Intermountain Sustainability Summit for the past five years
- Hosting a University engaged learning series focused on sustainability for three years. This academic year (2014-2015) will be the last year in the series.
- Sponsoring the University Sustainability Research Awards for students and faculty

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:

Weber State University's Environmental Issues Committee has the following charges as specified by the faculty senate:

1. Help facilitate the modeling of best practices for economic and environmental sustainability at WSU.
2. Serve as a local and statewide source for scientifically-based information and for leadership on environmental issues affecting Utah and the Wasatch Front.
3. Help facilitate integration of environmental initiatives into academic affairs, student affairs, and facilities management.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

- Dr. Alice Mulder (Chair): Geography Department
- William Speigle, Assistant Professor Automotive Technology
- Dr. Gregory Parkhurst, Assistant Professor Economics
- Dr. Cass Morgan, Assistant Professor Health Promotion and Human Performance
- Janice Thomas, Assistant Professor Medical Lab Sciences
- Dr. Carla Trentelman, Assistant Professor Sociology
- Kevin Hansen, Facilities Management Director
- Dr. John Mull, Professor Zoology
- Dr. Chris Hauser, Assistant Professor Information Technology
- Dr. Natalie Williams, Associate Professor Teacher Education
- Jan Hamer, Instructor English
- Dr. Shaun Hansen, Assistant Professor Business Administration
- Dr. Mary Beth Willard, Assistant Professor Philosophy
- Kathryn Lindquist: Community member
- Jacob Cain: Energy & Sustainability Manager for WSU
- Jennifer Bodine: Sustainability Specialist for WSU
- Susie Hulet: Community member

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

<http://www.weber.edu/environment>

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:

Energy and Sustainability Office Vision:

To make Weber State University a leader and model by transforming the University into a carbon neutral and sustainable campus through the use of intelligent business practices. The Energy and Sustainability Office embraces the idea that business goals and environmental goals are not mutually exclusive and must in fact be pursued together to successfully generate a sustainable university.

The Energy and Sustainability Office shall work to help create an environmentally literate campus and community by educating students, faculty, staff and the regional general public on sustainable practices. A part of that education will comprise communicating regularly and transparently with the campus and the public about WSU's sustainability progress.

Energy and Sustainability Office Mission:

The Energy and Sustainability Office at Weber State University will work diligently to:

1. Educate ourselves, the campus, and the community on sustainable practices and lifestyles by:
 - a. Meeting often with other universities/colleges in the state of Utah (and the region) to share the latest ideas and knowledge
 - b. Staying abreast of new developments in the profession
 - c. Providing all campus and community members with opportunities to become more literate about their individual and collective environmental foot-print and provide them with strategies for mitigating those impacts
 - d. Supporting WSU's Environmental Issues Committee's work to incorporate sustainability into the curriculum and across all departments
 - e. Involving students in the evaluation, design and implementation of sustainability projects on campus so that they have the skills necessary to become future sustainability leaders in their respective professions

2. Plan, create and maintain a sustainable university by:
 - a. Constructing, operating and maintaining energy efficient facilities
 - b. Aggressively transitioning the campus to a carbon neutral future
 - c. Wisely utilizing our limited water resources and eliminating wasteful consumption
 - d. Promoting waste minimization on campus by prioritizing reduced consumption and re-use of resources first, recycling second, and sending waste to the landfill as a last resort
 - e. Vigilantly striving to reduce or eliminate WSU's additional environmental impacts on biodiversity loss, deforestation, air pollution, chemicals/toxics/heavy metals, ozone layer depletion, and ocean pollution
 - f. Regularly monitoring and evaluating WSU's progress towards sustainability and updating our plans and strategies as new information is received
 - g. Encouraging the incorporation of sustainable concepts and ideals into all aspects of university administration and operations (from the strategic plan, to sporting events, to purchasing)
 - h. Working collaboratively with all of the relevant departments, offices, groups and organizations on campus to ensure that the above goals are accomplished in harmony with WSU's primary education vision and mission.

3. Communicate regularly and transparently with the campus and the surrounding community about WSU's progress towards becoming a sustainable campus

Full-time equivalent (FTE) of people employed in the sustainability office(s):

9

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

<http://www.weber.edu/sustainability>

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Jacob Cain

A brief description of each sustainability officer position:

35% Project Management – Design, bid, and build energy related construction projects on campus. Work with local architects and engineers to ensure successful analysis, design, construction, and maintenance of campus physical facilities. Provide energy and sustainability recommendations for all capital development and capital improvement projects on campus.

5% Grant Writing – Research potential funding options through federal, state, and local entities (EPA, energystar, DOE, State Energy Program, local donors and foundations, local utility companies, etc..) Work with WSU Office of Sponsored Projects for writing grants to sponsoring organizations.

20% Promote Environmental awareness on campus and in the community. Meet with faculty, staff, student, and local environmental organizations and provide insight on sustainability practices and report progress. Design and promote environmental awareness programs and behavior modification practices. Represent WSU at local environmental/energy meetings and conferences.

20% Energy Analysis

Perform building system analysis, perform comparative analysis using benchmarks and national standards for various building types to identify opportunities for conservation, researches new technology for implementation, identifies areas for load shedding, establishes benchmarks for utility usage, verify manufacturer claims against operating conditions, reviews campus utility bills, analyzes and records impact of preventive maintenance on building operating efficiency, meters building energy performance, makes recommendations for energy projects, analyzes performance on campus central automation system to determine set points and operating schedules.

10% Report Writing and Budgeting

Develops campus sustainability report, reports progress on the University's Climate Action Plan, writes reports on building performance, tracks utility rates and makes recommendations for budget changes.

10% Work closely with FM shops and the Operations Director to ensure maintenance programs include the most current energy and environmental practices. Frequently assist Campus Planning and Construction Director with incorporating energy and environmental standards into current construction projects and into construction standards.

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

http://weber.edu/sustainability/Energy_Office_Staff.html

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	No	No
Research (or other scholarship)	No	No
Campus Engagement	No	No
Public Engagement	No	No
Air and Climate	Yes	Yes
Buildings	Yes	Yes
Dining Services/Food	No	No
Energy	Yes	Yes
Grounds	No	No
Purchasing	No	No
Transportation	No	No
Waste	No	No
Water	No	No
Diversity and Affordability	No	No
Health, Wellbeing and Work	No	No
Investment	No	No

Other

No

No

A brief description of the plan(s) to advance sustainability in Curriculum:

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Accountable parties, offices or departments for the Curriculum plan(s):

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

The measurable objectives, strategies and timeframes included in the Research plan(s):

Accountable parties, offices or departments for the Research plan(s):

A brief description of the plan(s) to advance Campus Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Accountable parties, offices or departments for the Campus Engagement plan(s):

A brief description of the plan(s) to advance Public Engagement around sustainability:

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Accountable parties, offices or departments for the Public Engagement plan(s):

A brief description of the plan(s) to advance sustainability in Air and Climate:

Weber State University's Climate Action Plan was adopted in 2009.

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

The Plan, including all measurable objectives, strategies, and timeframes can be found at:

<http://www.weber.edu/WSUImages/sustainability/PlansReports/WSU%20Climate%20Action%20Plan%20%20Oct.%202009.pdf>

Accountable parties, offices or departments for the Air and Climate plan(s):

The entire University is accountable but the Energy & Sustainability Office at WSU is responsible for measuring progress towards the outlined objectives and producing an annual report. Annual reports can be found at:

www.weber.edu/sustainability

A brief description of the plan(s) to advance sustainability in Buildings:

Plan available at:

http://www.weber.edu/sustainability/ESIP_II_Plan.html

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Plan available at:

Accountable parties, offices or departments for the Buildings plan(s):

The Energy & Sustainability Office located in Facilities Management

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

Plan available at:

http://www.weber.edu/sustainability/ESIP_II_Plan.html

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Plan available at:

http://www.weber.edu/sustainability/ESIP_II_Plan.html

Accountable parties, offices or departments for the Energy plan(s):

The Energy & Sustainability Office located in Facilities Management.

A brief description of the plan(s) to advance sustainability in Grounds:

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Accountable parties, offices or departments for the Grounds plan(s):

A brief description of the plan(s) to advance sustainability in Purchasing:

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Accountable parties, offices or departments for the Purchasing plan(s):

A brief description of the plan(s) to advance sustainability in Transportation:

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Accountable parties, offices or departments for the Transportation plan(s):

A brief description of the plan(s) to advance sustainability in Waste:

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Accountable parties, offices or departments for the Waste plan(s):

A brief description of the plan(s) to advance sustainability in Water:

The measurable objectives, strategies and timeframes included in the Water plan(s):

Accountable parties, offices or departments for the Water plan(s):

A brief description of the plan(s) to advance Diversity and Affordability:

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Does the institution's strategic plan or equivalent guiding document include sustainability at a high level?:

No

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

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

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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:

Students can participate on a variety of governing bodies. The Weber State University Student Association has an Executive Branch comprised of one President and seven Vice Presidents over various areas. WSUSA also has a Legislative Branch comprised of 23 Senators representing every College on campus and special constituencies. All of the above-mentioned positions are filled through an election by the student body. There are multiple committees that fall under each Vice President that can be filled through direct appointment of students or by student volunteers.

The President of the Weber State University Student Association is one of ten WSU Board of Trustees members. The Weber State University Student Association Vice President over academics is a member of Dean's Council. Again, both of these positions are elected positions.

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:

The President of the Weber State University Student Association is one of ten WSU Board of Trustees members. This person is an elected representative. The Weber State University Student Association Vice President over academics is a member of Dean's Council. Three elected student representatives also serve on the Faculty Senate.

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:

Elected student representatives (as described above) are the ones that typically serve formally on the committees that make decisions on each of the outlined areas. The University mission and vision have not been changed in the past three years but when it is, student, faculty, and staff representatives are always included in that process.

Students, faculty, and staff were all heavily involved in two new policies that recently got adopted by WSU - an anti-idling policy and a no smoking policy.

The University is currently undergoing revisions to the Campus Master Plan and that committee contains student, faculty, and staff representatives.

There have been several new construction projects over the past five years and student, faculty, and staff are always involved in the planning and implementation of those new construction projects.

Two years ago, WSU began searching for a new University President when our current President, Ann Millner, decided to retire. Just this year, our Provost also announced his retirement, and the search has begun to find a replacement for his position. In both instances, the search committee has been comprised of students, faculty, and staff representatives.

More information about WSUSA and all its associated committees can be found at:

<http://www.weber.edu/StudentInvolvement/about.html>

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:

WSU has a Staff Advisory Committee comprised of representatives from every department on campus. This committee seeks input from all staff on campus and communicates that input to WSU's President's Council (comprised of the University President and Vice Presidents) and the Board of Trustees. This committee also participates in the Utah Higher Education Staff Association.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

No

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

Representatives on the Staff Advisory Committee (described above) are the ones that typically serve formally on the committees that make decisions on each of the outlined areas. The University mission and vision have not been changed in the past three years but when it is, student, faculty, and staff representatives are always included in that process.

Students, faculty, and staff were all heavily involved in two new policies that recently got adopted by WSU - an anti-idling policy and a no smoking policy.

The University is currently undergoing revisions to the Campus Master Plan and that committee contains student, faculty, and staff representatives.

There have been several new construction projects over the past five years and student, faculty, and staff are always involved in the planning and implementation of those new construction projects.

Two years ago, WSU began searching for a new University President when our current President, Ann Millner, decided to retire. Just this year, our Provost also announced his retirement, and the search has begun to find a replacement for his position. In both instances, the search committee has been comprised of students, faculty, and staff representatives.

More information about the Staff Advisory Committee and its associated roles/responsibilities can be found at:

<https://www.weber.edu/sac/>

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:

WSU has a Faculty Senate Committee comprised of representatives from every College. The Faculty Senate Chair is invited to provide input at the Board of Trustees meetings. However he/she is not a formal voting member of this Board. The Faculty Senate Chair is a voting member on the Dean's Council.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

No

A brief description of faculty representation on the governing body, including how the representatives are selected:

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
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:

Representatives on the Faculty Senate Committee (as described above) are the ones that typically serve formally on the committees that make decisions on each of the outlined areas. The University mission and vision have not been changed in the past three years but when it is, student, faculty, and staff representatives are always included in that process.

Students, faculty, and staff were all heavily involved in two new policies that recently got adopted by WSU - an anti-idling policy and a no smoking policy.

The University is currently undergoing revisions to the Campus Master Plan and that committee contains student, faculty, and staff representatives.

There have been several new construction projects over the past five years and student, faculty, and staff are always involved in the planning and implementation of those new construction projects.

Two years ago, WSU began searching for a new University President when our current President, Ann Millner, decided to retire. Just this year, our Provost also announced his retirement, and the search has begun to find a replacement for his position. In both instances, the search committee has been comprised of students, faculty, and staff representatives.

More information about the Faculty Senate Committee and its associated roles/responsibilities can be found at:

<http://www.weber.edu/facultysenate/>

The website URL where information about the institution’s governance structure is available:

Diversity & Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Assessing Diversity and Equity
Support for Underrepresented Groups
Support for Future Faculty Diversity
Affordability and Access

Diversity and Equity Coordination

Responsible Party

Emily Mead
Sustainability Coordinator
Facilities Management

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:

WSU Diversity Committees

Creation of the diversity committed educational community is a campus-wide responsibility facilitated by the Assistant to the President for Diversity; a post created 1991 in response to institutional recognition that diversity is an important issue requiring explicit attention as part of WSU's growing opportunities and challenges. Diversity-related steering committees and administrative ad-hoc boards consisting of faculty, staff, and students, provide substantive insights, guidance, and perspective to a developing infrastructure that concerns itself with institutional issues of governance, program development, campus enrichment and student learning.

WSU Diversity Community Council

A Diversity Community Council serves in an advisory capacity to the Office of Assistant to the President for Diversity in order to ensure a necessary and vital link to our community constituents at large.

The Weber State University Diversity Initiative is an institution-wide effort to improve educational quality through creation of an inclusive environment where all are welcome and opportunities are available for students to reach their full potential and contribute to the achievement of the university mission.

The mission of the WSU Diversity Initiative is:

- To promote campus unity by emphasizing shared experiences and principles, respect for human qualities that differentiate all individuals, and achievement of institutional goals.
- To enhance the development of leadership capabilities within the student, faculty and staff populations.
- To facilitate development of curricula which merge varied perspectives.
- To support recruitment of students, faculty and staff reflective of America's broad spectrum of perspectives, cultures, heritages and backgrounds.
- To promote values and ideas of all perspectives, cultures, heritages and backgrounds within the campus community.
- To promote development of support programs for faculty, staff and students who are products of all perspectives, cultures, heritages and backgrounds.
- To encourage networking of interest groups for the benefit of all.

The full-time equivalent of people employed in the diversity and equity office:

1.50

The website URL where information about the diversity and equity committee, office and/or officer is available:

<http://www.weber.edu/DiversityOffice/committees.html>

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	---

A brief description of the cultural competence trainings and activities:

WSU's Center for Diversity and Unity has hosted several conferences and "Let's Talk" series addressing the cultural competencies for the WSU community.

The International Student Center also sponsors a weekly Coffee Hour open to international and domestic students, faculty, and staff. During the Coffee Hour sessions, international students share their culture with the rest of the student, faculty, and staff who participate in these events.

The website URL where information about the cultural competence trainings is available:

<http://www.weber.edu/DiversityOffice/conference.html>

Assessing Diversity and Equity

Responsible Party

Emily Mead

Sustainability Coordinator

Facilities Management

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) :

The Diversity/Multiculturalism/Inclusivity Consortium Student Study is one of the content areas covered in the inaugural year of the NASPA Assessment and Knowledge Consortium. The student assessment covers the following topics: general perceptions of diversity (e.g., whether students feel that their campus is diverse and the factors that contribute to diversity), participation in diversity-related activities, students' comfort level with diverse populations, and measures of campus climate such as whether students have experienced or witnessed discrimination or harassment.

Has the institution assessed student diversity and educational equity?:

Yes

A brief description of the student diversity and educational equity assessment(s):

Weber State University regularly assesses student, faculty and staff through climate surveys, focus groups and discussion opportunities. Information gleaned from these assessments are used to create, modify and change programs, services and resources based on clear needs and in line with the institutional mission and goals. The assessments address a variety of areas including campus climate, student diversity, inclusion, access, support, educational equity, employment equity and public engagement.

Has the institution assessed employee diversity and employment equity?:

Yes

A brief description of the employee diversity and employment equity assessment(s):

Weber State University regularly assesses student, faculty and staff through climate surveys, focus groups and discussion opportunities. Information gleaned from these assessments are used to create, modify and change programs, services and resources based on clear needs and in line with the institutional mission and goals. The assessments address a variety of areas including campus climate, student diversity, inclusion, access, support, educational equity, employment equity and public engagement.

Has the institution assessed diversity and equity in terms of governance and public engagement?:

No

A brief description of the governance and public engagement assessment(s):

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

Support for Underrepresented Groups

Responsible Party

Emily Mead

Sustainability Coordinator

Facilities Management

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:

WSU has a Multicultural Student Center. The Multicultural Student Center is committed to planning, developing and implementing services, programs and interventions that foster the learning and personal development of the various students served. The Multicultural Student Center promotes a strong campus sense of common community and aids students in building essential skills for independent critical thinking and self-determination through in and out of classroom experiences. Furthermore, through collaborative efforts with university and community partners, the Multicultural Student Center provides educational efforts to promote multicultural sensitivity, awareness, competency, and understanding. More information can be found at:

<http://www.weber.edu/multicultural>

WSU also has an International Student Center. The International Student and Scholar Center advises and assists international students with their personal, cultural, and academic adjustment to WSU. An orientation program is provided for all new international students each semester. Advisement is available to assist students concerning immigration related questions and concerns. Information can be found at:

Our institution is currently working to scale up existing programs and resources through the College Participation and Success Committee which is charged with increasing college participation and retention/graduation for underrepresented students who are low-income, first-generation to attend college, and ethnically-diverse. The objectives that follow from this charge are to (1) Explore effective strategies aimed at increasing the retention and graduation rates of underrepresented students; (2) Monitor and assess the effectiveness of outreach and retention efforts using agreed upon data collection and evaluation methods; (3) Continue to refine efforts for better coordination of college access, transition and readiness for underrepresented students. (i.e. College Access and Transition subcommittee) and (4) Facilitate collaboration among entities involved in outreach and retention efforts geared towards underrepresented students.

The website URL where more information about the support programs for underrepresented groups is available:

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

WSU's institutional response policy is multi-layered and able to respond to and support those who have experience or witnessed a bias incident, act or discrimination or hate crime. A team is brought together through the Office of Affirmative Action and Equal Opportunity and the Dean of Students to address student related issues. For issues connected to faculty and staff, a team is pulled together through the Office of Affirmative Action and Equal Opportunity and the Special Assistant to the President for Diversity. Both teams include participation from our Title IX and Clery Coordinators.

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

No

Support for Future Faculty Diversity

Responsible Party

Emily Mead

Sustainability Coordinator

Facilities Management

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:

The Office of Diversity mentors, provides guidance, and support for numerous faculty, staff, and students to factor diversity into their leadership and professional growth. Please see:

<http://www.weber.edu/DiversityOffice/activities.html>

The Multicultural Center provides mentoring, support, scholarships, and financial aid. Please see:

<http://www.weber.edu/multicultural>

Weber State University participates in programs to help build diverse faculty through higher education from the hiring process which includes optional points for diversity in hiring, to special resources to include diverse candidates ability to visit campus as well as through a faculty mentoring program.

The website URL where more information about the faculty diversity program(s) is available :

Affordability and Access

Responsible Party

Emily Mead

Sustainability Coordinator

Facilities Management

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:

As mentioned in section 3, we have numerous outreach and support efforts to engage underrepresented students on campus. We are unique in that we also offer the Dream Weber Program for students who are unable to receive full funding from the Pell program. The Dream Weber program provides free tuition and general student fees to students whose annual household income is \$40,000 or less by using a combination of federal and state financial aid and money given to the university from generous donors. The purpose of the Dream Weber Program is to help students complete a college degree — which will improve their earning potential throughout their lives.

A brief description of any programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

The Student Support Services student advisory board has met with several deans this semester and is also asking department heads/professors if their students are first generation (a trait closely linked to low-income families) so that the program can begin explaining to the professors the unique needs of first-generation/low-income students.

A brief description of any programs to prepare students from low-income backgrounds for higher education:

WSU has 4 TRIO programs that work at some level to help low-income students traverse the culture of higher ed. TRIO is a set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. Over 850,000 low-income, first-generation students and students with disabilities — from sixth grade through college graduation — are served by more than 2,800 programs nationally. TRIO programs provide direct support services for students, and relevant training for directors and staff. TRIO programs provide the following:

- academic tutoring
- personal counseling
- mentoring
- financial guidance
- other educational supports

A brief description of the institution's scholarships for low-income students:

Student Support Services awards funds as described above.

A brief description of any programs to guide parents of low-income students through the higher education experience:

Summerbridge hosts Transition Night each spring which includes a parent session with a Q & A panel. The Talent Search program (ETS) is charged with educating parents about college in much the same way that their children are educated.

A brief description of any targeted outreach to recruit students from low-income backgrounds:

The Student 2 Student Program (

<http://www.weber.edu/Outreach/Student2Student/S2S.html>

) and the Admissions Office work together to recruit students from low-income backgrounds.

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

The Melba S. Lehner Children's School, located in the McKay Education Building on the Ogden campus of Weber State University provides quality care and education for young children from the surrounding communities. The school serves as a training lab for students majoring in Early Childhood, Early Childhood Education, and Elementary Education, as well as a teaching school for young children. Extended Hours Preschool and Toddler Programs are available to students, faculty and staff for children age 2-5. Extended School is available for students of WSU Charter Academy and community.

The Hourly Childcare Center is a part of the NonTrad Student Center and is a state-licensed facility that provides hourly care to WSU students' children (ages 2-9 years old) while they attend classes.

A brief description of other policies and programs to support non-traditional students:

1) The Nontraditional Student Center is intended to assist nontraditional students (25 years or older, married/divorced/widowed, or a parent) in making a successful academic and social transition to Weber State University. The center is designed to support students' academic progress and social adjustment to the WSU environment by utilizing university departments, faculty and staff, programs, and student organizations to provide assistance and encouragement. It is our vision to provide a welcoming, friendly, and comfortable environment. Our goal is to create a center that helps all students feel recognized, valued, and completely connected to the larger Weber State University community as much as possible.

2) We offer pre-college access and outreach programs that include K-16 partnerships and encourage under-represented students who are traditionally non-college bound to pursue and successfully complete a post-secondary education that meets the mutual needs of the university, public school system and community.

Develop and implement strategies for better coordination and linkage of k-16 pipeline outreach and transition activity partners for underrepresented students.

Develop strategies for monitoring and assessing the effectiveness of educational outreach initiatives.

Facilitate networking and discussion among campus and community entirely involved in outreach.

Develop a sustainable funding stream; support programs and expectation.

3) To insure an equal educational opportunity for all individuals with disabilities, Services for Students with Disabilities (SSD) provides access to all university functions, activities, and programs. SSD insures Weber State University's compliance with the Americans with Disabilities Act and other applicable regulations and guidelines under state and federal law associated with access for individuals with disabilities. The scope of our services is limited primarily to program access and the rights of people with disabilities to an equal education. The program's responsibility for architectural access is limited to advising appropriate campus and state agencies regarding known and/or anticipated architectural barriers.

This department provides specialized services, technology, and advisement to meet the specific needs of each qualified disabled student. These services cover all generally acknowledged types of disabling conditions including certain cognitive and emotional problems (subject to documented verification) in addition to visual impairments, hearing impairments, and mobility impairments. Individualized service programs are designed specifically to fit each student's needs and abilities. SSD supports a strong philosophy of individual independence and self-determination.

SSD serves as a resource for both the campus and surrounding community. The staff is well versed on the ethical principles and established federal guidelines related to the rights and responsibilities of people with disabilities. Students as well as faculty and staff can request advisement from highly trained personnel about issues related to disabilities. We also provide a wide range of adaptive equipment and technology designed to assist people with disabilities. This equipment may be made available to the public on a limited basis.

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.weber.edu/outreach/eao/trio.html>

Health, Wellbeing & Work

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit
Employee Compensation
Assessing Employee Satisfaction
Wellness Program
Workplace Health and Safety

Employee Compensation

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.

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

Assessing Employee Satisfaction

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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:

Every couple of years, Weber State University conducts an employee satisfaction survey. Questions gauge the following and more:

- work stress levels
- satisfaction with compensation and benefits
- work environment (safe, comfortable, etc.)
- level of cooperation within and between departments
- equal treatment regardless of sex, age, ethnicity, etc.

WSU just completed its most recent employee survey. The Institutional Research Department is in the process of analyzing the data. Once complete, the data will be available for public viewing at the website below.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):

Results are reviewed by the University President and Vice Presidents. All Vice Presidents are required to come up with a plan for addressing the concerns and submit that report to the University President.

The year the employee satisfaction and engagement evaluation was last administered:

2,014

The website URL where information about the institution's employee satisfaction and engagement assessment is available:

Wellness Program

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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):

WSU's wellness programs are designed to assist Weber State employees and students in reaching their goals to live happier, healthier lives. Some programs offer incentives as a way to motivate individuals to achieve a specific health-related target, while others are tools that can be used to adopt a new healthy lifestyle or offer fresh ideas to those whose already healthy lifestyles need a little "spicing up."

Information about the student wellness program can be found at:

<http://www.weber.edu/studentwellness>

Information about the employee wellness program can be found at:

<http://www.weber.edu/employeewellness>

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

<http://www.weber.edu/employeewellness>

Workplace Health and Safety

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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	61	49
Full-time equivalent of employees	1,685	1,516

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

	Start Date	End Date
--	------------	----------

Performance Year	July 1, 2013	June 30, 2014
Baseline Year	July 1, 2006	June 30, 2007

A brief description of when and why the workplace health and safety baseline was adopted:

For consistency with STARS, WSU is using the baseline year of FY 2007. FY 2007 was chosen because the University became an ACUPCC signatory in that year and used that year as the baseline in the Climate Action Plan.

A brief description of the institution's workplace health and safety initiatives:

The website URL where information about the institution's workplace health and safety initiatives is available:

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

Does the institution have a formally established and active committee on investor responsibility (CIR) or similar body that has multi-stakeholder representation and otherwise meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

Members of the CIR, including affiliations and role (e.g. student, faculty, alumni):

Examples of CIR actions during the previous three years:

The website URL where information about the CIR is available:

[STARS Reporting Tool | AASHE](#)

Responsible Party

Jennifer Bodine

Sustainability Specialist

Facilities Management

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:

216,025,986 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)	0 US/Canadian \$
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian \$
Socially responsible mutual funds with positive screens (or the equivalent)	0 US/Canadian \$
Green revolving loan funds that are funded from the endowment	---

A brief description of the companies, funds, and/or institutions referenced above:

Weber State University is currently investing in its own energy-efficiency and renewable energy projects through a \$5 million revolving green loan from the endowment. As energy savings are realized, 25% of those savings go back into the utility budget and 75% of the savings go to replenish and grow the revolving fund. However, currently, the 75% in savings is currently being used to repay the endowment loan. The Energy & Sustainability Office is expecting that this loan will be paid off (with interest) in nine years.

Does the institution have a publicly available sustainable investment policy?:

No

A copy of the sustainable investment policy:

The sustainable investment policy:

Does the institution use its sustainable investment policy to select and guide investment managers?:

A brief description of how the policy is applied, including recent examples:

Does the institution's sustainable investment policy include negative screens?:

A brief description of the negative screens and how they have been implemented:

Approximate percentage of the endowment that the negative screens apply to:

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:

No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:

No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the
[STARS Reporting Tool](#) | [AASHE](#)

previous three years:

Does the institution engage in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices?:

No

A brief description of the investor networks and/or collaborations:

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

Investment Disclosure

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

The percentage of the total investment pool included in the snapshot of investment holdings:

A copy of the investment holdings snapshot:

The website URL where the holdings snapshot is publicly available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

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Innovation 1

Criteria

1. Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
2. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
3. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
4. The innovative practice, policy, program, or outcome must have occurred within the three years prior to the anticipated date of submission.
5. The innovative practice or program has to be something that the institution has already done; planned activities do not count.
6. The innovative practice or program should originate from an area within the defined institutional boundary.
7. An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted. An institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.
8. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
9. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
10. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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