Southern Oregon University

The following information was submitted through the STARS Reporting Tool.

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

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.

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### Student Sustainability Educators Program

#### Responsible Party

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

#### Criteria

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

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or 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.

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

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

#### Total number of degree-seeking students enrolled at the institution:

5,403

#### Program name (1st program):

The Ecology & Sustainability Resource Center

#### Number of students served by the program to whom peer-to-peer sustainability outreach and education is offered (1st program):

5,403

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

Through the Ecology & Sustainability Resource Center (ECOS), peer-to-peer outreach activities are available to all students on campus. In collaboration with other sustainability-minded groups on campus, student educators mainly offer outreach, education and support in the areas of recycling and waste reduction, water consumption, gardening, healthy eating, climate change, bicycling, recycled art, divestment efforts, and environmental policy. ECOS provides peer-to-peer outreach through film screenings and discussions, cooking demonstrations, hands-on workshop series, general presence in the student union during important events, gardening workshops, group bike rides, recycled craft events, and signature-gathering for various campaigns.
A brief description of how the student educators are selected (1st program):

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

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

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

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

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

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

The website URL for 1st Program:

http://souecologycenter.org/

Program name (2nd program):

SOU Full Circle Recycling Program

Number of students to whom peer-to-peer sustainability outreach and education is offered (2nd program):

5,403

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

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

A brief description of how the student educators are selected (2nd program):
Student educator positions for the recycling program are open to all SOU students. Interested students submit a resume and are interviewed by the Sustainability and Recycling Coordinator, who selects students for the program based on their enthusiasm, interest, and desire to spread recycling awareness and education to their peers.

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

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

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

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

**The website URL for 2nd program:**

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

**Program name (3rd program):**

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**Number of students to whom peer-to-peer sustainability outreach and education is offered (3rd program):**

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

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

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

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

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**The website URL for 3rd program:**
Program name (All other programs):

Number of students to whom peer-to-peer sustainability outreach and education is offered (All other programs):

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

The website URL for all other programs:
**Student Sustainability Outreach Campaign**

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**Responsible Party**

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

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**Criteria**

Institution holds at least one sustainability-related outreach campaign directed at students. The campaign 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.

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

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

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

**Does the institution hold a campaign that meets the criteria for this credit?:**

Yes

**The name of the campaign(s):**

RecycleMania and Raider Reclamation

**A brief description of the campaign(s):**

Southern Oregon University takes part in RecycleMania, an 8-week recycling competition between over 600 colleges and universities in the U.S. and Canada, connecting over 7.5 million students. During the competition, schools report the amount of recycling and trash collected. Each week schools are ranked in various categories, directly competing with other schools. SOU competed in the Per Capita Challenge for the first time in 2013. As part of the RecycleMania competition, SOU’s Recycling Program hosted recycling games and activities weekly to promote the competition and increase awareness and education around recycling on campus.
SOU’s Recycling Program also hosts the annual Raider Reclamation, a residence hall move-out waste diversion event. Each year during residence hall move-outs tons of recyclable and reusable items are dumped in the trash and trucked to the landfill. During SOU's annual Raider Reclamation, collection stations are staged in campus residence halls to collect move-out waste from students before they reach the dumpster. These items are then donated to Southern Oregon Goodwill, contributing to the creation of jobs and career development opportunities for underprivileged individuals in our community. The campaign sought to educate students on how to divert their waste from the landfill by recycling and donating reusable items to organizations such as the Goodwill, while reducing overall move out wastes.

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

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

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

The website URL where information about the sustainability outreach campaign(s) is available:

http://sou.edu/sustainable/recyclemania.html
Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

Does the institution include sustainability prominently in new student orientation?:

Yes

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

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

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

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Sustainability Outreach and Publications

Responsible Party

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

Criteria

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

- A central sustainability website that consolidates information about the institution’s sustainability efforts
- A sustainability newsletter
- 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 strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use alternative methods of transportation
- 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

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

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

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

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:
Does the institution have a sustainability newsletter?:
Yes

A brief description of the sustainability newsletter:

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

The website URL for the sustainability newsletter:
http://us1.campaign-archive2.com/?u=5290587952033d7cdb2e171db&id=36b02706f5&e=2067450bde

Does the institution have a vehicle to publish and disseminate student research on sustainability?:
Yes

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

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

The website URL for the vehicle to publish and disseminate student research on sustainability:
http://www.sou.edu/rjur/

Does the institution have building signage that highlights green building features?:
Yes

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

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

The website URL for building signage that highlights green building features:
http://live.deckmonitoring.com/?id=highereducationcenter

Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:
Yes

A brief description of food service area signage and/or brochures that include information about sustainable food systems:
systems:
The campus dining areas have signage on the walls and every dining table with information about nutrition, local foods, trayless dining, waste reduction, packaging, and composting. The signage on the tables include scanable tags for students to learn more about SOU’s sustainable dining practices and find tips for ways to incorporate sustainability into their own lives.

The website URL for food service area signage and/or brochures that include information about sustainable food systems:
http://campus-dining.com/my-campus/sou

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?: No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed: ---

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed: ---

Does the institution have a sustainability walking map or tour?: Yes

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

The website URL of the sustainability walking map or tour: ---

Does the institution have a guide for commuters about how to use alternative methods of transportation?: Yes

A brief description of the guide for commuters about how to use alternative methods of transportation:
Southern Oregon University's Commuter Resource Center's website includes information for commuters on public transportation (http://www.sou.edu/crc/transportation.html) and rideshare programs (http://www.sou.edu/crc/rideshare.html)
The website URL for the guide for commuters about how to use alternative methods of transportation:
http://www.sou.edu/crc/index.html

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:
No

A brief description of the guide for green living and incorporating sustainability into the residential experience:
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The website URL for the guide for green living and incorporating sustainability into the residential experience:
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Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:
No

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:
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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:
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Does the institution produce another sustainability publication or outreach material not covered above? (1st material):
Yes

A brief description of this material:
SOU’s Ecology & Sustainability Resource Center (ECOS) publishes a monthly newsletter highlighting student sustainability initiatives on campus, current sustainability events, and opportunities to get involved.

The website URL for this material:
http://souecologycenter.org/get-involved/

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

A brief description of this material:

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

The website URL for this material:

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

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

Yes

A brief description of this material:

SOU’s Sustainability Office sends out a Sustainability Tip of the week every Monday to the entire campus community. Weekly sustainability tips cover a broad spectrum including waste, water, energy, community service, health and wellness, engagement, and more.

The website URL for this material:

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

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

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A brief description of this material:

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The website URL for this material:

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

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A brief description of this material:

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Does the institution produce another sustainability publication or outreach material not covered above? (6th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (7th material):
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A brief description of this material:
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The website URL for this material:
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Does the institution produce another sustainability publication or outreach material not covered above? (8th material):
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A brief description of this material:
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The website URL for this material:
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**Student Group**

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**Responsible Party**

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

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**Submission Note:**

http://ospirgstudents.org/sou

http://www.sou.edu/su/ce/

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

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**Does the institution have an active student group focused on sustainability?:**

Yes

**The name and a brief description of each student group:**

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

**List up to 4 notable recent activities or accomplishments of student group(s):**

**ARBOR DAY**  
In April 2014, ECOS co-sponsored SOU’s inaugural Arbor Day celebration. This event hosted hundreds of volunteers from across the university, Ashland Middle School, Ashland High School and the greater community who planted over 5,000 plants and 30 trees in under half an hour! This event was supported by more than 20 local organizations through donations of plants and/or giveaways for volunteers.

**CAPS & GOWNS RESELL PROGRAM**  
After commencement 2013, ECOS collected caps and gowns, intended to be worn only once, in order to launch our resell program and reduce associated waste. This year, ECOS was able to resell, for a nominal fee, over 70 caps and gowns to graduating seniors. Approximately 50 of the caps and gowns were sold within 48 hours. ECOS hopes to grow the program by collecting even more caps and gowns after this year’s graduation ceremony.

**FALL HARVEST SUPPER**  
ECOS hosted its first Fall Harvest Supper during fall term 2013. This event was sponsored by 15 local businesses and small farmers, who...
donated local, organic produce and other products. Students cooked a healthy, seasonal meal, which was shared with 45 participants. During this event, guests were encouraged to put away electronic devices and share stories with one another. ECOS staff talked about the impact of buying local, organic, seasonal foods and gave appreciation for the bounty of the Rogue Valley.

COMMUNITY GARDEN & RELATED PROGRAMS
Hosted by ECOS, SOU has an on-campus garden open to students and community members. This space provides (nearly-free) plots to grow produce, a year-round greenhouse, a shady space under an arbor for hosting meetings and classes, a fully-equipped tool shed, and various compost piles. Workshops and other educational events are offered on an as-needed basis.

List other student groups that address sustainability:
Net Impact, Biology Club, Beekeeping Club, OSPIRG, Civic Engagement Club, Women's Resource Center, Siskiyou Environmental Education Center (SEEC), Environmental Affairs Council

The website URL where information about student group(s) is available:
http://souecologycenter.org/
Organic Garden

Responsible Party

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

Submission Note:

http://www.youtube.com/watch?v=QPv4PVLmG1Q

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:
Yes

A brief description of the garden:

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

Children from SOU's community pre-school and Central Medford High School students learn about environmental studies and social issues by tending plots in the ECOS garden. Some of the food grown in the garden is donated to local food banks and Uncle Foods Diner, a program that provides meals for low-income and homeless people.

The website URL where information about the garden is available:

http://souecologycenter.org/garden-program/
Model Room in a Residence Hall

Responsible Party

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

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

Does the institution have an occupied, formally designated model room in a residence hall that is open to students during regular hours and demonstrates sustainable living principles?:
Yes

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

The website URL where information about the model room in the residence hall is available:
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Themed Housing

Responsible Party

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

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

Responsible Party

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

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

Responsible Party

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

Submission Note:

http://news.sou.edu/blog/2013/02/sou-climatologist-to-talk-about-the-effects-of-climate-change-on-producing-wine/

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

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

Does the institution hold major events related to sustainability, such as conferences, speaker series, or symposia, that have students as the intended audience?:
Yes

A brief description of the event(s):

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

The Sustainability Office collaborated with student resource centers to host the 2013 Campus Sustainability Day event. This event consisted of several activities including solar array tours, tours of the organic community garden and apiary, a recycled crafts workshop, a homemade moisturizer workshop, and more.

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

SOU’s President Mary Cullinan created the Insights Distinguished Lecture Series “to showcase the excellent work of our faculty and to share the high caliber of SOU teaching and research with audiences from on and off campus.” This year, the Series featured a presentation entitled “Climate, Grapes and Wine: Understanding Terroir Influences in a Variable and Changing Climate” by a faculty member and contributing author to the 2008 Nobel Peace Prize-winning Intergovernmental Panel on Climate Change Report. This presentation addressed issues of climate change and its impacts on the region's people and the wine industry.
The website URL where information about the event(s) are available:
http://souecologycenter.org/events/
Outdoors Program

Responsible Party

Brittany Depew
Environmental & Community Engagement Coordinator
Student Life

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

Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:

Yes

A brief description of the program:

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

The website URL where information about the program is available:

http://sou.edu/outdoorprogram/
Responsible Party

Brittany Depew
Environmental & Community Engagement Coordinator
Student Life

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

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Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 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.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

Has the institution developed a definition of sustainability in the curriculum?:

Yes

A copy of the institution's definition of sustainability in the curriculum?:
SOU broadly defines sustainability as achieving increased well-being for humanity over time through an equitable and sustained utilization of critical natural capital. The SOU definition includes sustainability goals set forth by 1) the U.N. World Commission on Environment and Development (1987 Brundtland Commission) which indicated that sustainable development will “meet the needs of the present without compromising the ability of future generations to meet their own needs,” and 2) the intertwined “economic, social and environmental elements” of sustainability, which AASHE incorporates into its definition of sustainability. SOU is committed to fostering sustainability efforts across the university at the administrative, operational, academic, and student activism levels. Recognizing the complex relationships between humans and their environments, we also seek to inspire and inform the next generation of leaders to practice a more restorative form of capitalism in all sectors of society.

Sustainability-focused courses at Southern Oregon University concentrate on the concept of sustainability—including its social, economic, and environmental dimensions—or examine an issue “using sustainability as a lens” throughout the course. Sustainability-related courses at SOU relate to an aspect of sustainability, or include sustainability as part of the course.

Has the institution identified its sustainability-focused and sustainability-related course offerings?:
Yes

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

Does the institution make its sustainability course inventory publicly available online?:
Yes

The website URL where the sustainability course inventory is posted:
http://www.sou.edu/sustainable/programs.html
Sustainability-Focused Courses

Responsible Party

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

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

Submission Note:

This inventory was compiled by building upon the previous inventory through surveying faculty teaching relevant courses using the qualitative snowball approach and reviewing course descriptions in the course catalog. In the overall course inventory and the sustainability course inventory, all courses are counted for each department they are offered in, meaning that cross-listed courses are counted for each department they are offered in (example: ENGR 306/PH 306 – Sustainability: Materials Technology and Design is counted as 2 courses).

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

The number of sustainability-focused courses offered:

67

The total number of courses offered:

1,707

Number of years covered by the data:

Three

A list of sustainability-focused courses offered:

ANTH 336 – Topics in Global/Local Interconnections
ANTH 451 – Cultural Ecology
ANTH 452/552 – Global Environmental Movements
BA 476 – Business Ethics
BA 483/MM 583 – Sustainability Leadership
BA 490/590 & MM 590 – Case Studies in Corporate Sustainability
BI 388 – Conservation of Natural Resources
BI 438/538 – Conservation Biology
EC 310 – The Environment and the Local Economy
EE 528 – Environmental Issues
ENGR 306/PH 306 – Sustainability: Materials Technology and Design
ES 102 – Intro to Environmental Studies: Biological Science
ES 103 – Intro to Environmental Studies: Social Science Perspectives
ES 200 – Intro to Environmental Science
ES 210 – Environmental Studies I
ES 310 – Environmental Applications
ES 310H – Honors Environmental Applications
ES 379 – Biodiversity
ES 383 – Science and Advocacy in Environmental Policy Debates
ES/SOC 420/520 – Environmental Sociology
ES 421/521 – Ecological Economics and Sustainable Development
ES 423 – Sustainability and Natural Resources
ES/GEOG/SSPC 437/537 – Conservation in the United States
ES/GEOG/SSPC 439/539 – Land Use Planning
ES/GEOG 440 – Planning Issues
ES 445 – Ecosystem Management and Conservation
ES 479 – Biosphere, Ecology, and Global Environmental Change
ES 479H – Honors Biosphere, Ecology, and Global Environmental Change
ES 482/582, GEOG 482/582 – Climatology
G 360 – Environmental Geology
HE 331 – Environmental Health
HSE 101 – University Foundations: Green House
HSE 102 – University Foundations: Green House
HSE 103 – University Foundations: Green House
MBA 509 – Ethics
MM 513 – Strategic Management
NAS 380 – Native American Ecological Practices
PH 308 – Energy and the Environment
PH 310 – Energy Policy
PS 342 – Environmental Law
SOC 205 – Social Problems and Policy
SOC 350 – People and Forests

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:
http://www.sou.edu/sustainable/programs.html

A copy of the sustainability course inventory:
Sustainability Course Inventory2014_1.pdf
Sustainability-Related Courses

Responsible Party

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

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by PAE Credit 21: Sustainability in Continuing Education.

Submission Note:

This inventory was compiled by building upon the previous inventory through surveying faculty teaching relevant courses using the qualitative snowball approach and reviewing course descriptions in the course catalog. In the overall course inventory and the sustainability course inventory, all courses are counted for each department they are offered in, meaning that cross-listed courses are counted for each department they are offered in (example: BI 340/ES 340 – Introductory Ecology is counted as 2 courses).

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

The number of sustainability-related courses offered :

81

The total number of courses offered :

1,707

Number of years covered by the data:

Three

A list of sustainability-related courses offered:

ANTH 213 – Cultural Anthropology: Perspectives on Humanity
ANTH 450 – Culture Change
ARTH 345 – Activist Artists and Works in Their Community
BA 208 – Hospitality & Tourism Essential Skills
BA 310 – Lodging & Tourism Operations
BA 311 – Food & Beverage Management
BA 312 – Hospitality/Tourism Marketing
BA 374 – Principles of Management
BA 489 – Organizational Leadership

STARS Reporting Tool | AASHE
BI 103 – General Biology : Populations
BI 382 – Biology and Society
BI 386 – Forest Ecology and Management
BI 454/554 – Plant Ecology
BI 523 – Natural History of the Pacific Northwest
CH 101 – Environmental Chemistry
CH 330 – Metals and Civilization
EC 315 – Environmental Economics
EC 351 – Oregon’s Future
ED 452 – Outdoor Education Experiences
EE 527 – Place-Based Curriculum Development
ES 101 – Intro to Environmental Studies: Earth Science
ES 111/GEOG 111 – Physical Environment I
ES 111H – Honors Physical Environment I
ES 112/GEOG 112 – Physical Environments II
ES 112H – Honors Physical Environment I
ES 309/GEOG 309 – Principles of Meteorology
ES 327 – Energy and Climate Change
ES 351 – Environmental Policy and Impact Analysis
ES 431 – Urban Watersheds
ES/GEOG 433/533 – Soil Science
ES 435 – Water Resources
ES 442 – Valuation of Ecosystem Goods and Services
ES 475 – Environmental Modeling
ES 480 – Fire Ecology
G 314 – Hydrology
G 353 – Oceanography
GEOG 108 – Global Lands and Livelihoods
GEOG 350 – Urban Environments
HE 275 – Health & Society II
HE 362 – Community Health
HSE 101 – University Foundations: Social Justice
HSE 102 – University Foundations: Social Justice
HSE 103 – University Foundations: Social Justice
HST 421/521 – Environmental History
IS 250 – The International Scene
IS 375 – Human Rights in Global Age
OAL 170 – Bike Maintenance
OAL 174 – Hiking
OAL 250 – Foundations in Outdoor Adventure Leadership
OAL 362 – Outdoor Recreation Programming and the Environment
OAL 444 – History of the Pacific Northwest Wilderness
PH 309 – Energy Alternatives
PHL 205 – Ethics: Moral Issues
PHL 205H – Honors Ethics: Moral Issues
PHL 426/526 – Women and Ethics
PS 110 – Globalization
The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:
http://www.sou.edu/sustainable/programs.html

A copy of the sustainability course inventory:
Sustainability Course Inventory2014_1.pdf
# Sustainability Courses by Department

## Responsible Party

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

## Criteria

Institution’s academic departments (or equivalent) offer sustainability-related and/or sustainability-focused courses.

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

### The number of departments that offer at least one sustainability-related or -focused course:

12

### The total number of departments that offer courses:

18

### A list of departments that offer sustainability courses:

- Art and Art History
- Biology
- Business
- Chemistry, Physics, Materials, and Engineering
- Education
- Environmental Studies
- Health, Physical Education, and Leadership
- History and Political Science
- Psychology
- Social Sciences, Policy and Culture
- Graduate Studies
- University Seminar

### The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:

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

### A copy of the sustainability course inventory:

Sustainability Course Inventory (1).pdf
Sustainability Learning Outcomes

Responsible Party

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

Criteria

Institution’s students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

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

The number of graduates covered by the sustainability learning outcomes:

97

Total number of graduates:

1,182

A list of degree programs that have sustainability learning outcomes:

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

Environmental Studies Minor

Outdoor Adventure Leadership, BA or BS

Outdoor Adventure Leadership Minor

Certificate in Sustainability Leadership

Environmental Education, MS

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

Health & Physical Education, BA or BS

The website URL where the publicly available sustainability course inventory that includes a list of degree programs can be found:

[URL]
that have specified sustainability learning outcomes is available:

A copy of the sustainability course inventory:
Sustainability Course Inventory_1.pdf

A list or sample of the sustainability learning outcomes associated with the degree programs:

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

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

Some of the outcomes encompassing sustainability include:

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

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

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

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

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit?:

Yes

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

Bachelor of Science in Environmental Studies (with concentrations in Cultural Resource Management, Earth Science, Ecology & Conservation, Land Use Planning, Sustainability & Policy)

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

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

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

Bachelor of Arts & Bachelor of Science in Outdoor Adventure Leadership

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

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

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

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

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

---
Graduate Program in Sustainability

Responsible Party

Laurence Blake
Director
Campus Planning & Sustainability

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

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

Does the institution offer a graduate degree program that meets the criteria for this credit?:
Yes

The name of the sustainability-focused, graduate-level degree program (1st program):
Master in Interdisciplinary Studies (with a focus on Environmental Studies)

The website URL for the program (1st program):
http://www.sou.edu/cas/graduate/miis/

The name of the sustainability-focused, graduate-level degree program (2nd program):
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The website URL for the program (2nd program):
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The name of the sustainability-focused, graduate-level degree program (3rd program):
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The website URL for the program (3rd program):
---
The name and website URLs of all other sustainability-focused, graduate-level degree program(s):

---
Sustainability Immersive Experience

Responsible Party

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

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

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

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

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

Institution does not offer immersive educational programs.
Criteria

Part 1
Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2
Institution conducts a follow-up assessment of the same cohort group using the same instrument.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Incentives for Developing Sustainability Courses

Responsible Party

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

Criteria

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
This subcategory seeks to recognize institutions that are conducting research related to or focused on sustainability. 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.

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Sustainability Research Identification

Responsible Party

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

Criteria

Part 1
Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2
Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3
Institution makes its sustainability research inventory publicly available online.

Submission Note:

A partial inventory of faculty engaged in sustainability research is available at the link provided. We continue to expand the inventory and update the website as time allows.

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

Has the institution developed a definition of sustainability research?:
Yes

A copy of the institution's definition of sustainability research:

SOU broadly defines sustainability as achieving increased well-being for humanity over time through an equitable and sustained utilization of critical natural capital. The SOU definition includes sustainability goals set forth by 1) the U.N. World Commission on Environment and Development (1987 Brundtland Commission) which indicated that sustainable development will “meet the needs of the present without compromising the ability of future generations to meet their own needs,” and 2) the intertwined “economic, social and environmental elements” of sustainability, which AASHE incorporates into its definition of sustainability.

Has the institution identified its sustainability research activities and initiatives?:
Yes
A brief description of the methodology the institution followed to complete the inventory:

An inventory of sustainability research was conducted by surveying faculty using the qualitative snowball approach. We began by surveying faculty known for their sustainability research, then asked for names of others possibly conducting sustainability research.

Does the institution make its sustainability research inventory publicly available online?:
Yes

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit):
https://sou.edu/sustainable/faculty.html
Faculty Engaged in Sustainability Research

Responsible Party

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

Criteria

Institution’s faculty members conduct research on sustainability topics.

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

Submission Note:

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

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

The number of faculty members engaged in sustainability research:

13

The total number of faculty members engaged in research:

176

Names and department affiliations of faculty engaged in sustainability research:

John Gutrich, Environmental Studies
Ric Holt, Economics
Steven Jessup, Biology
Greg Jones, Geography/Environmental Studies
Byron Marlowe, Business
Michael Parker, Biology
James Phillips, Native American Studies/International Studies/Anthropology
George Quainoo, Physics and Engineering
Dan Rubenson, Economics/Social Sciences, Policy & Culture
Steve Schein, Business
Mark Shibley, Sociology/Environmental Studies
Eva Skuratowicz, Sociology
Vincent Smith, Sociology/Environmental Studies
The website URL where the sustainability research inventory that includes the names and department affiliations of faculty engaged in sustainability research is posted:

---

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

Faculty_Research_Inventory2014.xlsx

Brief descriptions of up to 4 recent notable accomplishments by faculty engaged in sustainability research, including names and department affiliations:

Mark Shibley, a professor in SOU's Sociology and Environmental Studies programs, is currently completing a survey of public opinion about the Ashland Forest Resiliency (AFR) Stewardship Project as part of the community-based multiparty monitoring effort related to AFR. It is collaborative work between SOU, The Nature Conservancy, City of Ashland, USForest Service and Lomakatsi Restoration Project.

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

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

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

The website URL where information about sustainability research is available:

---
Departments Engaged in Sustainability Research

Responsible Party

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

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

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

The total number of academic departments that conduct research:
10

The number of academic departments in which at least one faculty member engages in sustainability research:
5

A list of academic departments in which at least one faculty member engages in sustainability research:

- Biology
- Environmental Studies
- Physics and Engineering
- School of Business
- Social Sciences, Policy and Culture

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:
---

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:
Faculty_Research_Inventory2014.xlsx
Sustainability Research Incentives

Responsible Party

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

Criteria

Part 1
Institution has 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.

Part 2
Institution has 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.

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

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

A brief description of the institution’s program(s) to encourage student research in sustainability:
Southern Oregon University's student Green Fund reserves one-third of the total fund for student sustainability research projects. In the 2013 fiscal year, the Fund provided approximately $35,000 for student sustainability research. In fiscal year 2014, the Fund is expected to have more than $50,000 for student sustainability research projects in addition to any monies not used from the previous year.

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

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

A brief description of the institution’s program(s) to encourage faculty research in sustainability:
SOU’s Green Fund is also available to faculty working on sustainability research projects with students. During the first year that the Green Fund allowed requests for sustainability research funding, Environmental Studies and Sociology faculty members worked with...
several students to research developing a farm and sustainability center for campus, with support from the SOU Green Fund.

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

---
Interdisciplinary Research in Tenure and Promotion

Responsible Party

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

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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

Does the institution's treatment of interdisciplinary research meet the criteria for this credit?:

Yes

A brief description or a copy of the institution’s policy regarding interdisciplinary research:

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

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

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

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

http://www.sou.edu/senate/constitution/bylaws_section5.html
Operations

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.

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<td>Building Design and Construction</td>
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<td>Indoor Air Quality</td>
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</table>
Building Operations and Maintenance

Responsible Party

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

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

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

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

Total building space that meets "Eligible Buildings Criteria":
1,470,229 Square Feet

Building space that is maintained in accordance with sustainable building operations and maintenance guidelines or policies but is NOT certified under LEED for Existing Buildings: O&M:
1,470,229 Square Feet

Building space that is LEED for Existing Buildings: O&M Certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Silver certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Gold certified:
0 Square Feet

Building space that is LEED for Existing Buildings: O&M Platinum certified:
0 Square Feet
The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available:

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

An electronic copy of the guidelines or policies:

Green Purchasing Policy.pdf

The date(s) the policies or guidelines were adopted:

April 21, 2010

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

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

The names and certification levels of all buildings that are certified under LEED for Existing Buildings: O&M:

---

The names of all buildings operated and maintained in accordance with similar sustainable operations and maintenance guidelines and policies:

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

Art Building
Britt Hall
Campbell Center
Campus Public Safety Building
Cascade Complex
Central Hall
Churchill Hall
Computing Services Center
Cox Hall
Deboer Sculpture Building
Digital Media Center
Education/Psychology Building
Facilities Management and Planning Building
Greensprings Residence Hall Complex
Grounds Maintenance and Motorpool Building
Hannon Library
Madrone Residence Hall
Marion Ady Building
McNeal Pavillion
Meyer Fitness Center
Music Building
Plunkett Center
Recycling Center
Schneider Museum
Science Hall
Stevenson Union
Student Health and Wellness Center
Susanne Holmes Residence Hall
Taylor Hall
Theatre Arts Building
Building Design and Construction

Responsible Party

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

Criteria

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

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

New building space that meets "Eligible Buildings Criteria":

220,885 Square Feet

New building space that was designed and constructed in accordance with green building policies or guidelines but not LEED certified:

0 Square Feet

New building space that is LEED Certified :

0 Square Feet

New building space that is LEED Silver certified:

0 Square Feet

New building space that is LEED Gold certified :

220,885 Square Feet
New building space that is LEED Platinum certified:

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available:
http://www.sou.edu/sustainable/action.html

An electronic copy of the guidelines or policies:
Green Purchasing Policy.pdf

The date(s) the policies or guidelines were adopted:
4/21/2010

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

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

The names of all buildings that are certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems:

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

The names of all buildings designed and constructed in accordance with green building guidelines and policies but not LEED certified:

Churchill Hall (renovated 2012 in accordance with green building guidelines, but did not seek certification)
Indoor Air Quality

Responsible Party

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

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

Occupied building space covered by an indoor air quality plan, policy, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints:

1,470,229 Square Feet

Total occupied building space:

1,470,229 Square Feet

A brief description of the institution's indoor air quality plan, policy, and/or practices:

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

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

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

http://sou.edu/sustainable/hec
Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries.

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</table>
Greenhouse Gas Emissions Inventory

Responsible Party

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

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents’ Climate Commitment reporting site, the institution’s website, or another public website.

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

The website URL where the GHG emissions inventory is posted:
http://rs.acupcc.org/ghg/2778/

Does the inventory include all Scope 1 and 2 emissions?:
Yes

Does the inventory include emissions from air travel?:
Yes

Does the inventory include emissions from commuting?:
Yes

Does the inventory include embodied emissions from food purchases?:
No

Does the inventory include embodied emissions from other purchased products?:
No
Does the inventory include emissions from solid waste disposal?:
Yes

Does the inventory include another Scope 3 emissions source not covered above?:
Yes

If yes, please specify:
Transmissions and Distribution Losses from purchased electricity

Does the inventory include a second Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a third Scope 3 emissions source not covered above?:
No

If yes, please specify:
---

Does the inventory include a fourth Scope 3 emissions source not covered above?:
No

If yes, please specify:
---
Greenhouse Gas Emissions Reduction

Responsible Party

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

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

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

Scope 1 and 2 gross GHG emissions, 2005:

9,278 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed carbon offsets generated, 2005:

0 Metric Tons of CO2 Equivalent

Third-party verified carbon offsets purchased, 2005:

0 Metric Tons of CO2 Equivalent

On-campus residents, 2005:

1,008

Non-residential/commuter full-time students, faculty, and staff members, 2005:

3,678

Non-residential/commuter part-time students, faculty, and staff members, 2005:

1,407

Scope 1 and 2 gross GHG emissions, performance year:
8,518 Metric Tons of CO2 Equivalent

Off-site, institution-catalyzed offsets generated, performance year:
0 Metric Tons of CO2 Equivalent

Carbon offsets purchased, performance year:
3,651 Metric Tons of CO2 Equivalent

List the start and end dates of the GHG emissions performance year:
July 2011-June 2012

On-campus residents, performance year:
1,137

Non-residential/commuter full-time students, faculty, and staff members, performance year:
3,690

Non-residential/commuter part-time students, faculty, and staff members, performance year:
2,444

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year):
September 2011-August 2012
Air Travel Emissions

Responsible Party

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

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

Does the institution have policies and/or programs in place to reduce emissions from air travel?:
Yes

A brief description of the policies and/or programs:

As outlined in the university's Climate Action Plan, Southern Oregon University aims to reduce emissions from air travel by:

1. Encouraging alternative transportation modes.
Other modes of transportation compare well to flying in terms of speed and convenience but have a lower carbon impact.
Proposed Actions: Incentivize carpooling.

2. Restricting reimbursements for air travel.
A restriction on travel may be necessary to reduce emissions from air travel.
Proposed Actions: Eliminate or reduce reimbursements for flights less than 150 miles from the point of origin.

3. Encouraging alternatives to travel.
While in-person attendance at distant meetings is required in some cases, technologies such as teleconferencing offer opportunities to reduce air travel emissions. Travel time can be reduced while still allowing desired levels of interaction.
Proposed Actions: Expand teleconferencing opportunities to the entire campus community

The Sustainability Council is also currently reviewing options for a mandatory air travel offset program, where all university-funded air travel would be offset through the purchase of verified carbon offsets.

The website URL where information about the policies and/or programs is available:
Local Offsets Program

Responsible Party

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

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 impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

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.

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</table>
Food and Beverage Purchasing

---

**Responsible Party**

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

---

**Criteria**

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution’s primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

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 machines, or concessions are excluded from this credit unless they are operated by the institution or the institution’s primary on-site contractor.

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

---

**Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):**

13

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

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

- Organically grown without the use of synthetic pesticides and fertilizers;
- Humanely raised in ways that protect the health and well being of livestock and minimize the use of antibiotics and other chemicals;
- Sustainably caught from properly managed wild fisheries and aquaculture facilities operated to protect natural fish populations and the surrounding environment;
- Fairly traded and contribute to an improved quality of life in agricultural regions;
Sustainably grown using agricultural practices that protect natural habitat, conserve energy, restore soil health, and protect water quality.

Of food and beverage purchases on campus, 32% are locally grown and processed, some of which is also third-party certified (Organic, Fair Trade, Humane, etc). Of the food and beverage purchases that are not sourced locally, 25% are third-party certified.

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

Responsible Party

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

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

Does the institution have a trayless dining program in which trays are removed from or not available in dining halls?:
Yes

A brief description of the trayless dining program:
Trayless dining is present in the campus Dining Hall and at the Marketplace. Trays are made available to senior conference groups upon request. Trayless dining on campus conserves water and energy that would otherwise be used for washing trays, reduces use of detergents and reduces food waste by 25%-30% per person.

List the year the program was started:
Sept. 15, 2010

The overall percentage of meals served on campus that are trayless:
98

The percentage of meal plan meals served on campus that are trayless:
99

The percentage of retail facility meals served on campus that are trayless:
95

The percentage of conference meals served on campus that are trayless:
40

The website URL where information about the program is available:
---
Vegan Dining

Responsible Party

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

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

Does the institution offer diverse, complete-protein vegan dining options during every meal?:
Yes

A brief description of the vegan dining program:

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

Additional vegan and vegetarian options include:

Gluten-free Peanut Butter & Jelly Sandwiches
Vegetable Fried Rice
Yakisoba hand tossed with vegetables
Tofu and vegetable sautee
Vegetarian burger
Vegan Sushi
Varieties of Rice, Fruits, & Veggies are available at every meal

The website URL where information about the program, policy, or practice is available:
http://campus-dining.com/my-campus/sou
**Trans-Fats**

---

**Responsible Party**

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

---

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

---

**Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:**

Yes

**A brief description of the trans-fats avoidance program, policy, or practice:**

Chefs on campus are educated about the importance of health and wellness for the campus community. These chefs are responsible for ordering products for campus dining and primarily use olive oil for dishes and canola oil for fry oil. All waste oil is recycled to become biodiesel.

**The website URL where information about the program, policy, or practice is available:**

---
Guidelines for Franchisees

Responsible Party

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

Submission Note:

There are no franchisees operating on campus.

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

*Institution does not have food service franchisees operating on campus.*
Does the institution have a pre-consumer food waste composting program?:
Yes

A brief description of the pre-consumer food waste composting program:
Aviands, SOU's contracted food service vendor, composts pre-consumer waste from the kitchens in Cascade and Elmo's, including coffee grounds from Java Union & Southern Grounds at Hannon Library, with the local waste management company (Recology Ashland Sanitary Service).

The overall percentage of meals for which pre-consumer scraps are composted:
100

The percentage of meal plan meals for which pre-consumer scraps are composted:
100

The percentage of retail facility meals for which pre-consumer scraps are composted:
100

The percentage of conference meals for which pre-consumer scraps are composted:
100

The website URL where information about the composting program is available:
http://campus-dining.com/my-campus/sou
PostConsumer Food Waste Composting

Responsible Party

Brittany Depew
Environmental & Community Engagement Coordinator
Student Life

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

Responsible Party

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

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

Does the institution donate leftover or surplus food?:
Yes

A brief description of the food donation program:

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

The website URL where information about the food donation program is available:
---
Recycled Content Napkins

Responsible Party

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

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

Does the institution use recycled content napkins in its dining service operations?:
Yes

A brief description of the purchasing behavior:

SOU Dining uses Xpress Nap napkin holders on campus to reduce waste by dispensing only one napkin at a time and encouraging students and faculty/staff to only take what they need. The napkins we provide in the dispensers are made from recycled materials and are EcoLogo Certified.

The website URL where information about the purchasing is available:
---
Does campus dining operations offer discounts to customers who use reusable mugs instead of disposable cups in to-go food service operations?:

Yes

A brief description of the reusable mug program:

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

Amount of the discount offered for using reusable mugs:

0.25

Description of other reusable food- or beverage-related programs (e.g. incentives for use of reusable bags, dishware, to-go containers):

Reusable to-go containers are available to all students for a $5.00 deposit. Overtime, students using the reusable container achieve savings by avoiding the cost of paper to-go items, which students are charged for.

The website URL where information about the reusable mug discount program is available:

---
Reusable To-Go Containers

**Responsible Party**

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

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

Does campus dining operations provide reusable containers for to-go food that are returned for cleaning and reuse?:  
Yes

A brief description of the reusable to-go container program:

**RETURNABLE CONTAINER PROGRAM**

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

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

The website URL where information about the reusable to-go container program is available:
---
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 warming. Global warming is expected to have 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 expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, 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 floods habitat and disrupts fish migration.

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.

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</table>
Building Energy Consumption

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

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

- 1 kWh = 0.003412 MMBtu
- 1 MWh = 3.412 MMBtu
- 1 therm = 0.1 MMBtu
- 1 kBtu = 0.001 MMBtu
- 1 ton-hour = 0.012 MMBtu
- 1 MJ = 0.000948 MMBtu

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

Total building energy consumption, 2005:
128,546.95 MMBtu

Building space, 2005:
1,042,776 Gross Square Feet

Total building energy consumption, performance year:
116,793.46 MMBtu

Building space, performance year:
1,470,229 Gross Square Feet

List the start and end dates of the energy consumption performance year:
July 2012-June 2013
Clean and Renewable Energy

Responsible Party

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

Criteria

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

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

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

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

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

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources 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.

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 are captured by OP Credit 5: Greenhouse Gas Emissions Reductions and OP Credit 7: Building Energy Consumption.

Transportation fuels, which are covered by OP Credit 14: Campus Fleet, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu
1 kBtu = 0.001 MMBtu
1 ton-hour = 0.012 MMBtu
1 MJ = 0.000948 MMBTU

Submission Note:

http://www.solar4schools.org/schools/sou-stevenson-union

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

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

Option 1: Total clean and renewable electricity generated on site during the performance year and for which the institution retains or has retired the associated environmental attributes :
297.20 MMBtu

Option 2: Non-electric renewable energy generated:
0 MMBtu

Option 3: Total clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes :
0 MMBtu

Option 4: Total RECs and other similar renewable energy products that the institution purchased during the performance year that are Green-e certified or meet the Green-e standard's technical requirements and are third party verified:
0 MMBtu

Option 5: Total electricity generated with cogeneration technology using non-renewable fuel sources :
0 MMBtu

Total energy consumed during the performance year :
116,793.46 MMBtu

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

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

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

http://www.sou.edu/sustainable/librarysolararray.html

SOU installed our third solar photovoltaic system on our student union building in August 2013. The 32 kW system is the largest on the Ashland campus. The university is also currently installing two larger systems, 72 kW and 81 kW, on the recently completed LEED Gold residence halls. Generation of solar energy from these three systems is not included in this report as they are not yet operational.

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

---

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

---

A brief description of RECs or other similar renewable energy products purchased during the previous year, including contract timeframes:

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

A brief description of cogeneration technologies deployed:

---

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

http://live.deckmonitoring.com/?id=highereducationcenter
Does the institution use timers to regulate temperatures based on occupancy hours in at least one building?:
Yes

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

The percentage of building space (square footage) with timers for temperature control:
---

The website URL where information about the practice is available:
---
Lighting Sensors

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

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

Does the institution use motion, infrared, and/or light sensors to reduce energy use for lighting in at least one building?:
Yes

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

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

The percentage of building space with lighting sensors:
---

The website URL where information about the institution's use of the technology is available:
http://www.sou.edu/sustainable/hec.html
LED Lighting

Responsible Party

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

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

Does the institution use Light Emitting Diode (LED) technology in at least one lighting application? LED applications in exit signs and remote controls do not count for this credit.:

Yes

A brief description of the technology used:

Three 13-watt Evolux LED bulbs (equivalent to 100-watt incandescent in light intensity) have been installed in lighting fixtures in Hannon Library. LED lighting is considered for use in all lighting retrofits or upgrades.

The percentage of building space with LED lighting:

1

The percentage of parking deck space with LED lighting:

0

The percentage of outdoor space that uses LED lighting:

0

The percentage of building space with efficient, non-LED lighting (compact fluorescent, automatic daylight shutoff, or other energy-saving features):

99

The website URL where information about the institution's use of the technology is available:

---
Vending Machine Sensors

Responsible Party

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

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

Has the institution installed vending machine motion sensors for at least one vending machine?:
Yes

A brief description of the technology used:

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

The percentage of vending machines with sensors:
---

The website URL where information about the institution's use of the technology is available:
---
Energy Management System

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

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

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:
Yes

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

The percentage of building space monitored with a centralized energy management system:
77

A description of what systems are shut down during unoccupied periods:
Facilities Management worked with the Building Manager of each campus building to identify times in the evenings/nights and on weekends when building HVAC systems could be switched to “unoccupied” status. All of the heating, air, and ventilation systems are shut down during unoccupied periods. For a 6 week period in the summer, departments work four days a week to allow for systems to be shut down for a three-day weekend, resulting in substantial energy savings.

The website URL where information about the institution's use of the technology is available:
http://sou.edu/sustainable/action.html
Energy Metering

Responsible Party

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

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

Does the institution meter all energy consumption (electricity, natural gas, purchased steam, etc.) for at least one building?:

Yes

A brief description of the metering system:

All buildings on campus are metered and monitored using our energy management system. Electricity and natural gas usage is tracked and steam is generated onsite.

All energy (electricity and natural gas) usage is also metered for the RCC/SOU Higher Education Center in Medford. Steam is not used in the building heating system.

The percentage of building space with energy metering:

100

The website URL where information about the metering system is available:

---
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.

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</table>
Integrated Pest Management

Responsible Party

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

Criteria

Institution’s grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

1) Set action thresholds
2) Monitor and identify pests
3) Prevention
4) Control

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

The size of the campus grounds:
175 Acres

The size of campus grounds that are maintained in accordance with a four-tiered IPM plan:
175 Acres

A brief description of the IPM plan(s):

The SOU IPM program is built around the following components:
- Monitoring the pest population and other relevant factors
- Accurate identification of the pest
- Determining injury and action levels that trigger treatments
- Timing treatments to the best advantage
- Spot treating the pest (to minimize human and other non-target organism exposure to pesticides and to contain costs)
- Selecting the least-disruptive tactics
- Evaluating the effectiveness of treatments to fine-tune future actions
- Educating all people involved with the pest problem

The website URL where information about the IPM plan(s) is available:
---
Native Plants

Responsible Party

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

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

Does the institution prioritize the use of native plant species in landscaping?:
Yes

A brief description of the native plant program, policy, or practice:

The Green Purchasing Policy states: "Plants shall be selected that are appropriate to the microclimate. Native and drought-tolerant plants that require no or minimal watering once established shall be used." Local natives that are indigenous to high desert or semiarid environments as well as deep rooted, drought tolerant stress species are being chosen for new plantings. Turf irrigation is reduced to the point of compensation through observation as we do not yet have ET (evapotranspiration) data input to a centralized irrigation system although we have installed compatible irrigation clocks for future upgrades.

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

The website URL where information about the program, policy, or practice is available:
http://sou.edu/sustainable/action.html
Wildlife Habitat

Does the institution have programs in place to protect and/or create wildlife habitat on institution-owned land?:

Yes

A brief description of the wildlife habitat program, policy, or practice:

SOU owns property in Roca Canyon on the south edge of the Ashland campus that serves as wildlife habitat. The SOU Foundation and the Siskiyou Field Institute jointly own the Deer Creek Center, which is located on 850 acres in the Illinois Valley near Selma, Oregon. This property contains ecologically significant plants and serves as wildlife habitat.

The website URL where information about the program, policy, or practice is available:

Tree Campus USA

Responsible Party

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Snow and Ice Removal

Responsible Party

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

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

Has the institution implemented technologies or strategies to reduce the environmental impacts of snow and ice removal?:
Yes

A brief description of the snow and ice removal program, policy, or practice:

For the most part, we plow snow to areas where runoff will not cause a problem as it melts. SOU uses Ice Away produced by Coastwide Laboratories. Their website states that Ice Away is safe for use on concrete and metal; is less toxic than baking soda and non-toxic to children; NSF approved for Food Service; will not harm trees, shrubs, lawns or other vegetation; and is CMA registered for an environmentally safer product.

The website URL where information about the program, policy, or practice is available:

http://www.coastwidelabs.com/products/prodlit/ICE%20AWAY%20INFO%202011-8-05.pdf
Landscape Waste Composting

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

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

Does the institution compost or mulch waste from grounds keeping, including grass trimmings?:
Yes

A brief description of the composting or mulching program:
SOU Landscape Services composts approximately 95% of the yard waste on campus. Grass clippings are not collected but are spread on the turf and allowed to decompose naturally. The rest of the yard waste not being composted is composed of noxious weeds, which are bagged and disposed of as garbage.

The percentage of landscape waste that is mulched or composted onsite:
85

The percentage of landscape waste that is mulched or composted off-site:
10

The website URL where information about the program, policy, or practice is available:
---
Purchasing

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

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Computer Purchasing

Responsible Party

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

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state 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 Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase EPEAT Silver or higher computers and monitors?:

Yes

The website URL where the EPEAT policy, directive, or guidelines are posted:

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

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

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

Our "standard" models for PC desktop and notebook purchases are EPEAT gold (Dell Optiplex, Dell Latitude). Likewise, our standard for Mac desktop and notebook purchases are EPEAT gold (Macbook, Macbook Pro, iMac 21").
Does the institution wish to pursue points for Part 2 of this credit (expenditures on EPEAT computers)?:
Yes

Expenditures on EPEAT Gold desktop and laptop computers and monitors:
394,835.60 US/Canadian $

Expenditures on EPEAT Silver desktop and laptop computers and monitors:
0 US/Canadian $

Total expenditures on desktop and laptop computers and monitors:
394,835.60 US/Canadian $
Cleaning Products Purchasing

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

Criteria

Part 1
Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state 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 EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

Does the institution have an institution-wide stated preference to purchase Green Seal (tm) or EcoLogo (tm) certified cleaning products?:
Yes

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted:
http://sou.edu/policies/Green-purchasing-policy.pdf

A brief description of steps the institution has taken to ensure that the purchasing policy, directives, or guidelines are followed:
The President has approved the Green Purchasing policy, which includes the following requirement: Industrial and institutional cleaning products that meet Green Seal certification standards shall be utilized by custodial staff and outside custodial contractors.

Does the institution wish to pursue points for Part 2 of this credit (expenditures on cleaning products)?:
Yes

Expenditures on Green Seal and/or EcoLogo certified cleaning products :
12,491.61 US/Canadian $
Total expenditures on cleaning products:
12,491.61 US/Canadian $  

A copy of the sections of the cleaning contract(s) that reference certified green products:
GreenCleaningCertificate.pdf
Office Paper Purchasing

Responsible Party

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

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state 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 recycled content office paper.

Submission Note:

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

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

Does the institution have an institution-wide stated preference to purchase recycled content office paper?:

Yes

The URL where the recycled paper policy, directive, or guidelines are posted:

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

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

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

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

No
Expenditures on 10-29 percent recycled-content office paper:
---

Expenditures on 30-49 percent recycled-content office paper:
---

Expenditures on 50-69 percent recycled-content office paper:
---

Expenditures on 70-89 percent recycled-content office paper (required if claiming points for Part 2):
---

Expenditures on 90-100 percent recycled-content office paper:
---

Total expenditures on office paper:
---
Vendor Code of Conduct

Responsible Party

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

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the 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.
Historically Underutilized Businesses

Responsible Party

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

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

Does the institution seek to support historically underutilized businesses, minority-owned businesses, and women owned-businesses?:
Yes

A brief description of how the institution meets the criteria:
SOU participates in outreach events for Minority Business Enterprises, Women Business Enterprises, and Emerging Small Businesses. SOU Facilities Management utilizes MWESB contractors on the Oregon University System Contractor Retainer List. For Construction Related Services where price is the determinative factor, if a Responsible Emerging Small Business’ Responsive Bid is within one percent of the lowest Responsible Responsive Bid, SOU will award the Contract to the Emerging Small Business.

The website URL where information about the program, policy, or practice is available:
http://www.ous.edu/about/bid/mwesb
Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit.:

Yes

A brief description of the program:

Southern Oregon University is a proud member of our community and encourages all departments and employees to support local businesses and products in purchasing decisions. Of the goods and services purchased each fiscal year, more than 50 percent are purchased from local vendors.

The website URL where information about the program, policy, or practice is available:

---
Transportation

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

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

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Campus Fleet

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

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution’s motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution’s fleet :
0

Diesel-electric, non-plug-in hybrid vehicles in the institution’s fleet :
0

Plug-in hybrid vehicles in the institution’s fleet :
0

100 percent electric vehicles in the institution’s fleet :
3

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG):
0
Hydrogen fueled vehicles in the institution’s fleet:
0

Vehicles in the institution’s fleet that are fueled with B20 or higher biofuel for more than 6 months of the year:
0

Vehicles in the institution’s fleet that are fueled with E85 or higher ethanol for more than 6 months of the year:
0

Total number of vehicles in the institution’s fleet, including all of the above:
50
Student Commute Modal Split

Responsible Party

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

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

Submission Note:

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

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

The percentage (0-100) of institution's students who use more sustainable commuting options:
53.30

The percentage (0-100) of institution’s students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
46.70

The percentage (0-100) of institution’s students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
34

The percentage (0-100) of institution’s students who vanpool or carpool as their primary method of transportation:
9.20

The percentage (0-100) of institution’s students who take a campus shuttle or public transportation as their primary method of transportation:
10.10

The percentage (0-100) of institution’s students who use a motorcycle, scooter or moped as their primary method of transportation:
The website URL where information about alternative transportation is available:
---
Employee Commute Modal Split

Responsible Party

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

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable 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. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

Submission Note:

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

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

The percentage (0-100) of institution's employees that use more sustainable commuting options:
31

The percentage (0-100) of institution’s employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:
69

The percentage (0-100) of institution’s employees who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents:
19.25

The percentage (0-100) of institution’s employees who vanpool or carpool as their primary method of transportation:
7.90

The percentage (0-100) of institution’s employees who take a campus shuttle or public transportation as their primary method of transportation:
3.80

The percentage (0-100) of institution's employees who use a motorcycle, scooter, or moped as their primary method of transportation: 

transportation: 0.05

The website URL where information about alternative transportation is available: ---
Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
Yes

A brief description of the program, including an indication of its scope (e.g., the number of bicycles the program makes available, participation levels, etc.):

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

The website URL where information about the program, policy, or practice is available:
http://souecologycenter.org/programs/bike-program/
Facilities for Bicyclists

Responsible Party

Brittany Depew
Environmental & Community Engagement Coordinator
Student Life

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

Does the institution have indoor and secure bike storage, shower facilities, and lockers for bicycle commuters in at least one building?:

Yes

A brief description of the facilities:

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

The website URL where information about the program, policy, or practice is available:

http://www.rcc-sou.org/building/green.shtml
Bicycle and Pedestrian Plan

Responsible Party

Brittany Depew
Environmental & Community Engagement Coordinator
Student Life

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

Has the institution developed a bicycle plan?:
Yes

A brief description of the plan:

The university's bicycle plan is contained within the extensive master plan, last updated in April 2010. These plans include:

- The creation of family housing for faculty, situated near easy bike routes to encourage an increase in faculty ridership.
- Increasing the percentage of bicycle ridership among students and employees.
- Increasing the number of designated bike lanes on and near campus.
- All future construction will factor in the need for durable, safe and secure bike parking.
- The university will provide more bicycle parking, showers and other important amenities for bike commuters.

The website URL where information about the plan is available:

http://sou.edu/assets/president/docs/SOU-Master-PlanUpdate_Approved-Final.pdf
Mass Transit Programs

Responsible Party

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

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

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

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

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

The website URL where information about the program is available:
http://www.sou.edu/crc/transportation.html
Does the institution offer a condensed work week option for employees? The institution does not have to offer the option to all employees in order to earn this credit:

Yes

A brief description of the program:

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

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

The website URL where information about the program is available:

---
Does the institution offer a telecommute program for employees?:
Yes

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

The website URL where information about the program is available:
---
Carpool/Vanpool Matching

Responsible Party

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

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

Does the institution participate in a carpool/vanpool matching program?:
Yes

A brief description of the program:
The Commuter Resource Center facilitates ridesharing through SOU’s eClassifieds. The Commuter Resource Center also facilitates use of DriveLessConnect, a ride matching site serving Oregon.

The website URL where information about the program is available:
http://www.sou.edu/crc/rideshare.html
Cash-out of Parking

Responsible Party

Brittany Depew
Environmental & Community Engagement Coordinator
Student Life

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

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

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

Does the institution offer reduced parking fees for car and van poolers?:
Yes

A brief description of the program:

Carpool permits are sold at an annual cost of $135 for each pool. This compares to $143 for an annual faculty/staff permit. When purchasing a carpool permit, purchasers are able to share the cost of the permit across several student, faculty, or staff accounts, for all those using the carpool.

Carpool parking permits will be sold only if the carpool meets the following criteria:
(a) The carpool must contain at least two individuals with cars, but no more than six.
(b) No more than one vehicle from the carpool is allowed on campus at a particular time. No second permits will be sold. However, replacement permits are available if requirements as stated in regulations for replacement permits are met.

The website URL where information about the program is available:
http://www.sou.edu/parking/permits.html
Local Housing

Responsible Party

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

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

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**Responsible Party**

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

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

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**Has the institution adopted a policy prohibiting idling?:**

Yes

**A brief description of the policy:**

In 2012, the State of Oregon added an Idling Reduction Policy section in its Statewide Fleet Management policy. The Idling Reduction Policy contains the following Guidelines for employees:

a. Limit idle time of powered vehicles to no more than five minutes during initial warm-up and at times when the vehicle is being restarted after a prolonged period of shut down.

b. Do not unnecessarily idle powered vehicles more than five minutes when vehicle is stopped for a foreseeable period of time.

c. Restrict idle time to less than five minutes for vehicles making frequent and multiple stops.

d. Remove ice or frost from windows with a scraper. If not feasible to use ice scrapers or de-icing chemicals, idling for the purpose of de-icing is allowed.

**The website URL where information about the policy is available:**

Car Sharing

---

**Responsible Party**

**Brittany Depew**  
Environmental & Community Engagement Coordinator  
Student Life

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

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</table>
Waste Reduction

Responsible Party

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

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, 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 Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

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

Weight of materials recycled, 2005 baseline year :
0 Tons

Weight of materials composted, 2005 baseline year :
53.70 Tons

Weight of materials disposed as garbage, 2005 baseline year :
469.78 Tons

Weight of materials recycled, performance year :
223.33 Tons

Weight of materials composted, performance year :
57.81 Tons

Weight of materials disposed as garbage, performance year :
276.20 Tons

List the start and end dates of the waste reduction performance year:
July 2012-June 2013

On-campus residents, 2005:

Non-residential/commuter full-time students, faculty, and staff members, 2005:
3,678

Non-residential/commuter part-time students, faculty, and staff members, 2005:
1,407

On-campus residents, performance year:
1,021

Non-residential/commuter full-time students, faculty, and staff members, performance year:
3,778

Non-residential/commuter part-time students, faculty, and staff members, performance year:
3,100

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with waste reduction performance year):
July 2012-June 2013

Indication of whether institution has a stated commitment to waste-reduction goals, such as zero waste:
Yes

A brief description of the plan of action to achieve waste reduction goals:
Southern Oregon University's Climate Action Plan, adopted in 2010, outlines several action items to reduce overall campus waste to meet SOU’s emission reduction goals.

The website URL where information about the institution’s waste reduction initiatives is available:
http://www.sou.edu/sustainable/action.html
Waste Diversion

Responsible Party

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

Criteria

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in OP Credit 19: Construction and Demolition Waste Diversion, OP Credit 20: Electronic Waste Recycling Program, and OP Credit 21: Hazardous Materials Management.

Submission Note:

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

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted:

286.17 Tons

Materials disposed in a solid waste landfill or incinerator:

276.20 Tons

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

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

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

Responsible Party

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

Criteria

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

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

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

Amount of construction and demolition materials recycled, donated, or otherwise recovered:
2,166.37 Tons

Amount of construction and demolition materials landfilled or incinerated:
344.75 Tons

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

---
Electronic Waste Recycling Program

Responsible Party

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

Criteria

Part 1
Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2
Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:
Yes

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

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

A brief description of the electronic waste recycling program for institution-generated materials:

Users having surplus equipment call the Help Desk to request a pick up of equipment. The requesting department is given an "Equipment Transferred to IT Department" receipt and the equipment is reviewed for functionality and age. The form is then completed with the disposition of the property as to it being e-wasted or cascaded. E-wasted equipment is transferred to a gaylord and when it is full the recyclers pick it up for disposal.
A brief description of the electronic waste recycling program for student-generated materials:

SOU currently offers an electronic waste recycling program for student-generated materials through the Ecology Center of the Siskiyous (ECOS). ECOS keeps an office in the basement of the student union and takes e-waste from students at no charge, making drop-offs to the local transfer station as necessary. ECOS understands what can and cannot be collected, and is educated about the final destination of all e-waste taken to the transfer station.

The website URL where information about the e-waste recycling program is available:

---
Hazardous Waste Management

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

Criteria

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.

Submission Note:
SOU's Hazardous Waste Disposal Policy is available at:

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:
Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

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

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

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

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

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

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

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

The website URL where information about hazardous materials management is available:

http://www.sou.edu/ehs/
Materials Exchange

Responsible Party

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

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

Does the institution have a surplus department or formal office supplies exchange program that facilitates reuse of materials?:

Yes

A brief description of the program:

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

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

The website URL where information about the program is available:

---
Limiting Printing

Responsible Party

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

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

Does the institution limit free printing for students in all computer labs and libraries?:
Yes

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

The website URL where information about the program, policy, or practice is available:
http://hanlib.sou.edu/tour/printing.html
Materials Online

Responsible Party

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

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

Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

Yes

A brief description of the practice:

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

The course schedule is available at:

http://www.sou.edu/cgi/schedule.cgi

The telephone directory is available at:

http://www.sou.edu/directory/

The website URL where information about the practice is available:

http://catalog.sou.edu/
Chemical Reuse Inventory

Responsible Party

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Move-In Waste Reduction

Responsible Party

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

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

Does the institution have a program to reduce residence hall move-in waste?:
Yes

A brief description of the program:
Southern Oregon University's recycling program provides signage for the residence halls to increase residents' awareness during the move in to reduce waste, with a focus on recycling moving boxes.

The website URL where information about the program is available:
---
Move-Out Waste Reduction

Responsible Party

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

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

Does the institution have a program to reduce residence hall move-out waste?:
Yes

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

The website URL where information about the program is available:
---
Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

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Water Consumption

**Responsible Party**

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

**Criteria**

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

**Submission Note:**

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

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

**Water consumption, 2005 baseline year:**

70,464,503.71 Gallons

**Water consumption, performance year:**

64,145,351 Gallons

List the start and end dates of the water consumption performance year:

July 2012-June 2013

**On-campus residents, 2005:**

1,008

**Non-residential/commuter full-time students, faculty, and staff members, 2005:**

3,678

**Non-residential/commuter part-time students, faculty, and staff members, 2005:**

1,407

**On-campus residents, performance year:**

1,021
Non-residential/commuter full-time students, faculty, and staff members, performance year:
3,778

Non-residential/commuter part-time students, faculty, and staff members, performance year:
3,100

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with water consumption performance year):
July 2012-June 2013

Indication of whether institution has a stated commitment to water use reduction goals:
Yes

A brief description of the plan of action to achieve water use reduction goals:

SOU’s Campus Master Plan states:

The University will make a coordinated effort to reduce water consumption through the following means:
• Review of landscape irrigation practices, including exploration of xeriscape landscapes where appropriate;
• Use of low-flow fixtures and other emerging technologies that demonstrate significant water savings;
• Future buildings projects will assess the feasibility of both greywater and rainwater reuse for appropriate purposes such as irrigation, toilet flushing, and cooling water; and
• Replace existing manual irrigation systems with automated irrigation system to increase efficiency and reduce consumption of TID water.

The water conservation measures taken in the LEED Platinum Higher Education Center has resulted in annual domestic water use of 53% less than code. Additionally, the project includes on-site storm water management, and water-efficient landscaping resulting in a 50% reduction in outdoor water usage.

The website URL where information about the institution’s water conservation initiatives is available:

http://www.sou.edu/president/strategicplanning.html
Stormwater Management

Responsible Party

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

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of 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 address both the quantity and quality (or contamination level) of stormwater runoff.

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 stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

Policies adopted by entities of which the institution is part (e.g. state 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 has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

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 this credit.

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

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from new development projects? :
Yes

Does the institution have a policy, plan, and/or strategies to reduce stormwater runoff from ongoing campus operations? :
Yes
A brief description of the institution's stormwater management initiatives:

The Campus Master Plan addresses the need for parking lots to be designed to include localized stormwater treatment and infiltration facilities. Whenever possible, these stormwater treatment facilities will be above-ground structures that incorporate appropriate plantings for pre-treatment and filtering of particulates and pollutants.

At RCC/SOU’s Higher Education Center, there is stormwater management onsite including a bioswale and porous concrete.

The website URL where information about the institution's stormwater management initiatives, plan or policy is available:

http://www.sou.edu/president/strategicplanning.html

Does the institution have a living or vegetated roof?:

No

A brief description of the institution's living or vegetated roof:

---

Does the institution have porous paving?:

Yes

A brief description of the institution's porous paving:

The Higher Education Center in Medford, OR minimized impervious paving on site to allow water to filtrate through the soil and provide water to the surrounding flora. This was done in part through the use of permeable pavement around the buildings bike parking area and in the front plaza.

Does the institution have retention ponds?:

No

A brief description of the institution's retention ponds:

---

Does the institution have stone swales?:

No

A brief description of the institution's stone swales:

---
Does the institution have vegetated swales?:
Yes

A brief description of the institution's vegetated swales:

The Higher Education Center in Medford, OR features stormwater detention vegetated swales along the north and south sides of the building. These vegetated detention areas collect rainfall and stormwater runoff from the roof and surrounding pavements, filtering water through the soil and reducing water flow to storm drains.

The new Raider Village residential and dining complex at the Ashland campus also features a vegetated swale along one parking lot. The swale includes interpretive signage designed by graduate students to educate the campus and community about how the swale works and the associated benefits.

Does the institution employ any other technologies or strategies for stormwater management?:
---

A brief description of other technologies or strategies for stormwater management employed:
---
Waterless Urinals

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Building Water Metering

Responsible Party

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

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

Does the institution have building-level water consumption meters for at least one building?:
Yes

A brief description of the water metering employed:
The Higher Education Center is a stand-alone building that was recently constructed in Medford, Oregon and serves as SOU’s Medford Campus. Water is metered separately for this building using a commercial water meter provided by the Medford Water Commission.

The percentage of building space with water metering:
---

The website URL where information about the practice is available:
---
Non-Potable Water Usage

Responsible Party

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

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

Does the institution use non-potable water (e.g., harvested rainwater or graywater) for irrigation and/or other applications?:
Yes

A brief description of the source of non-potable water and how it is used:
SOU utilizes non-potable water (supplied by the Talent Irrigation District) for most of the irrigation on the Ashland Campus. The sources of the water for the Talent Irrigation District are Howard Prairie Lake, Hyatt Reservoir, Emigrant Lake, Keene Creek Reservoir, and Bear Creek and its tributaries. Potable water is only used on irrigation from November-April when the non-potable water from the Talent Irrigation District is not available.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources:
98

The percentage of building space using water from recovered, reclaimed or untreated sources:
---

The percentage of water used in utility plants from recovered, reclaimed or untreated sources:
---

The website URL where information about the program, policy, or practice is available:
http://www.talentid.org/
**Xeriscaping**

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**Responsible Party**

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

---

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

**Does the institution use xeriscape landscaping techniques, including the selection of drought tolerant plants?:**

Yes

**A brief description of the program or practice:**

The SOU Xeriscape policy is to reduce planter sizes by mulching and removing high water usage plants. Our xeriscape policy also uses Mediterranean plants that have evolved in similar climates to ours. Local natives that are indigenous to high desert or semiarid environments as well as deep rooted, drought tolerant stress species are being chosen for new plantings. Turf irrigation is lowered or reduced to the point of compensation through observation as we do not yet have ET (evapotranspiration) data input to a centralized irrigation system although we have installed compatible irrigation clocks for future upgrades. Additionally, in older more established plantings, especially on slopes, we have capped off sprinkler heads and rely on overspray from nearby plantings.

**The website URL where information about the program or practice is available:**

---
Weather-Informed Irrigation

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

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices?:
Yes

A brief description of how weather data or sensors are used:
Southern Oregon University's Landscape Services Department uses moisture sensors that monitor soil temperature and water saturation. The sensors automatically adjust the irrigation timing to preset plant demands for water.

The website URL where information about the practice is available:
http://www.sou.edu/fmp/landscape.html
Cooperation and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution’s priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

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</table>
Sustainability Coordination

Responsible Party

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

Criteria

Institution has a sustainability committee, office, and/or coordinator that are 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 coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee?:
Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities:

The Sustainability Council is a University-wide group appointed to (1) advise the President and the Executive Council in matters relating to sustainability and environmental impact; (2) promote environmental stewardship; (3) coordinate efforts of individuals and groups on campus; and (4) educate the campus community about sustainable practices.

The charge of the Council is to:
• Lead through example by promoting the incorporation of environmental concerns in University decisions
• Promote conservation of natural resources to the best of our ability and the creation of sustainable practices and programs on campus
• Educate our community about the necessity of sustainable environmental practices and ecologically friendly economics
• Identify and support research areas and topics for faculty and students
• Build relationships with local governments, businesses, and local citizens in order to promote environmentally sound practices within the region
• Know and understand local, national and international programs to ensure that our environmental practices and policies adhere to or exceed the global vision for a sustainable future

The Sustainability Council's mission is to advise, encourage, and coordinate the operations, research, and campus culture of Southern Oregon University in a manner that is consistent with the values and practices of environmental stewardship and sustainability; promoting individual, institutional and community well-being.

Members of the committee, including affiliations:
1. Craig Morris, Vice President for Finance & Administration
2. Roxane Beigel-Coryell, Sustainability & Recycling Coordinator
3. Brittany Depew, Environmental & Community Engagement Coordinator
4. Keith Beed, Utilities Supervisor
5. Tom Arellano, General Manager, SOU Dining (Dining Representative)
6. Steve Schein, Business Department Faculty
7. Vincent Smith, Environmental Studies Department Faculty
8. Daniel Tharp, University Housing Office Specialist (Housing Representative)
9. Samantha Pennington-Vrsek, ASSOU student Director of Sustainability (ASSOU Representative)
10. Muriel Sadleir Hart, student (At-large student)
11. Shanna'Le Ashworth, student (At-large student)
12. Joanie Keller-Hand, Head Teacher, Schneider Children's Center (At-large staff)
13. Tiffany Mancillas, student (At-large student)
14. Mike Oxendine, Grounds Supervisor (At-large staff)
15. Alan Journet, Community Member (At-large community member)

The website URL where information about the sustainability committee is available:
http://www.sou.edu/sustainable/membershiproster.html

Does the institution have a sustainability office?:
Yes

A brief description of the sustainability office:
The sustainability office coordinates sustainability-related efforts on campus, manages the campus recycling program, and compiles data and information for the University's annual Greenhouse Gas Inventory, sustainability assessments, and competitions. The sustainability office also provides support for the subcommittees of the Sustainability Council and serves as a resource for faculty, staff, and students on campus.

The number of people employed in the sustainability office:
1

The website URL where information about the sustainability office is available:
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Does the institution have a sustainability coordinator?:
Yes

Sustainability coordinator's name:
Roxane Beigel-Coryell

Sustainability coordinator's position title:
Sustainability & Recycling Coordinator
A brief description of the sustainability coordinator’s position:

The Sustainability & Recycling Coordinator plans and develops short- and long-range sustainability programs; develops annual sustainability priorities for the campus; identifies annual expected outcomes and coordinates assessment of these efforts; works with faculty to provide input on incorporating sustainability into the curriculum; serves as a guest lecturer in sustainability-oriented courses; collaborates with campus units such as Facilities, Parking, and Student Housing to infuse sustainability practices into campus operations; promotes sustainable building practices; develops communications aimed at raising internal and external awareness of campus sustainability programs and activities; oversees the content, design, and maintenance of the campus sustainability website; builds effective partnerships with the City of Ashland and local organizations to support sustainability efforts; and manages the campus recycling program.

The website URL where information about the sustainability coordinator is available:

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Strategic Plan

Responsible Party

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

Criteria

Institution’s current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in PAE Credit 3: Physical Campus Plan) nor an independent sustainability plan (which is covered in PAE Credit 5: Sustainability Plan) counts for this credit.

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

Year the strategic plan or equivalent was completed or adopted:

2,010

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability:

Sustainability figures prominently in the commitments, goals and objectives stated in the Southern Oregon University strategic plan, “Building the New SOU: Strategic Plan for Distinction and Sustainability 2009-2014,” which has been developed to provide structure for decision-making, to strengthen thematic coherence for area plans, and to underscore the university’s goals, values, and commitments for the next five years. The second of the University’s three “Commitments” states that SOU is committed to:

"Engaged students, faculty, and staff committed to diversity, sustainable practices, and responsiveness to regional and global needs”. 

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level?:

Yes

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability:
The SOU Strategic Plan includes the following sub-goals:

2.A - Expand and promote nationally and internationally known arts and environmental programs.
2.E - Intentionally integrate the arts and sustainability throughout the curriculum and the university culture.
3.B - Position SOU as a leader in sustainability, diversity, creativity, and culture.

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level?:

No

A brief description of how the strategic plan or amendment addresses the economic dimensions of sustainability:

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The website URL where information about the strategic plan is available:

http://www.sou.edu/president/strategicplanning.html
Physical Campus Plan

Responsible Party

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

Criteria

Institution’s current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in PAE Credit 2: Strategic Plan) nor an independent sustainability plan (which is covered in PAE Credit 4: Sustainability Plan) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution’s entire physical campus are eligible for this credit.

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

Does the institution's physical campus plan include sustainability at a high level?:
Yes

A brief description of how the physical campus plan or amendment includes sustainability:

The Campus Master Plan Update provides a framework for sustainability planning, recognizing recent commitments by the University and the Oregon University System to set aggressive goals to reduce greenhouse gas emissions and other environmental impacts. The Campus Master Plan Update includes environmental policies that were adopted with the plan. These policies include green building requirements, water use reduction strategies, and transportation demand management strategies. The Campus Master Plan Update recommends development of an Energy Master Plan and includes an outline for the Energy Master Plan.

The year the physical campus plan was developed or adopted:
2,010

The website URL where the physical campus plan is available:
http://www.sou.edu/president/strategicplanning.html
Sustainability Plan

Responsible Party

Brittany Depew
Environmental & Community Engagement Coordinator
Student Life

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by PAE Credit 5: Climate Plan, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Does the institution have a sustainability plan that meets the criteria for this credit?:

Yes

A brief description of how multiple stakeholder groups were involved in developing the plan:

The SOU Master Plan was created with feedback from multiple stakeholders. There was a consulting team of architects from a firm out of Portland; SOU students, faculty, staff and upper administration; an SEIU representative; and a representative from the City of Ashland.

A brief description of the plan’s measurable goals:

Specific Sustainability Policies & Goals:

1. All major renovations and new construction will meet energy efficiency performance targets consistent with the Presidents Climate Commitment and the implementing Action Plan that will accompany that commitment.

2. All new construction and major renovations by the University will be designed and constructed to meet a minimum of Silver rating under the U.S. Green Building Council’s LEED® Rating System.

3. The OUS-established goal for carbon-neutrality will be pursued, assuming that funding strategies can be identified that recognize the potential for increased capital costs, accompanied by reduced operating costs.

4. For projects serving the University but built and operated by private partners, the University will offer incentives as available to encourage the builder to meet the LEED® Silver minimum standard.
5. The University will create an Energy Master Plan that will address energy consumption in a comprehensive way and identify the most cost effective means to comply the President’s Climate Commitment. As part of energy master planning, the University will evaluate the potential to create an “eco-district” with the campus and surrounding neighbors.

6. In line with the energy master planning process, the University will continue to evaluate opportunities to develop renewable energy infrastructure.

7. The University will make a coordinated effort to reduce water consumption through the following means:
- Review of landscape irrigation practices, including exploration of xeriscape landscapes where appropriate;
- Use of low-flow fixtures and other emerging technologies that demonstrate significant water savings;
- Future building projects will assess the feasibility of both greywater and rainwater reuse for appropriate purposes such as irrigation, toilet flushing, and cooling water; and
- Replace existing manual irrigation systems with automated irrigation system to increase efficiency and reduce consumption of Talent Irrigation District (TID) water.

8. The University will continue to manage solid waste streams to reduce waste sent to landfill. Recyclable material collection facilities will be accommodated in new construction and renovation projects.

9. The University will continue to partner with other relevant agencies – including the City and RVTD – to develop appropriate Transportation Demand Management strategies. Strategies that will be assessed include:
- Development of campus housing to facilitate full-time students ability to live close to campus and reduce or eliminate dependence on automobiles for basic commuting;
- Review parking policies and parking facilities to create disincentives to single-occupancy driving;
- Cooperate with City staff to help ensure that campus parking policies do not create an excessive burden on surrounding streets;
- Provide bicycle parking, showers and other amenities to serve bicycle commuters;
- Continue to advocate for improved transit service to the University, and cooperate with RVTD on programs designed to encourage transit usage;
- Investigation of specialized transit options such as carpool matching programs, preferred parking incentives, vanpools and/or reservation-based shuttles to events at the Higher Education Center; and
- A ‘guaranteed ride home’ program for staff that commute by bus but may occasionally miss the final bus home due to work demands.

10. All new construction shall have zero net addition of CO2 to the campus emissions. All construction on existing facilities shall lower the CO2 emissions of the facility by no less than 25%.

11. Reduce the impacts of commuting to campus by automobile by increasing the amount of housing close to the campus.

12. By 2020, achieve greenhouse gas levels that are 10 percent below 1990 levels.


A brief description of how progress in meeting the plan’s goals is measured:

In increasing the sustainable practices of the University, it will be important to partner with utility service providers and others who help shape the campus’ ‘ecological footprint.’ These include the City of Ashland, the Bonneville Power Administration, the Talent Irrigation District, Ashland Recology Sanitary Service, and the Rogue Valley Transportation District. These organizations will aid in tracking data and will provide input to university-wide conversations about reduction and conservation.
Further, the Sustainability Council will ensure that plan goals, projects and programs are implemented successfully and tracked effectively.

The website URL where more information about the sustainability plan is available:
http://sou.edu/president/pdf/SOU-Master-PlanUpdate_Approved-Final.pdf

The year the plan was developed or last updated:
2,010
Climate Action Plan

Responsible Party

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

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution’s administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward PAE Credit 4: Sustainability Plan.

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

Does the institution have a plan to mitigate its greenhouse gas emissions that meets the criteria for this credit?:

Yes

A brief summary of the climate plan’s long-term goals:

By 2010, arrest the growth of greenhouse gas emissions and begin to reduce greenhouse gas emissions.
By 2015, achieve greenhouse gas levels that are 5 percent below 1990 levels.
By 2020, achieve greenhouse gas levels that are 10 percent below 1990 levels.
By 2050, achieve climate neutrality.

A brief summary of the climate plan’s short-term goals:

SOU proposes to reduce its Scope 1 emissions from 4,470 t CO2e in FY2008 to 3,886 t CO2 e in 2015.
SOU proposes to reduce its Scope 2 emissions from 4,780 t CO2e in FY2008 to 4,360 t CO2 e in 2015.
SOU proposes to reduce its Scope 3 emissions from 3,997 t CO2e in FY2008 to 3,778 t CO2 e in 2015.

SOU will implement retro-commissioning, operations consolidation, and energy conservation projects over the next five years (2010-2015). These projects provide the best opportunities for cost-effective implementation, generate immediate savings and carbon reductions, and will improve operations and improve building occupant comfort.

Year the climate plan was formally adopted or approved:

2010
An indication of whether institution has made a commitment to reduce GHG emissions a specific amount by a target year:  
Yes

List which emissions (scope 1, 2, and/or 3) are included in its GHG emissions commitment:  
scope 1, 2, and 3

The reduction level (percentage) institution has committed to:  
100%

The baseline year the institution used in its GHG emissions commitment:  
June 30, 2008

The baseline emissions level institution used in its GHG emissions commitment:  
6,036 metric tons of CO2e

The target year the institution specified in its GHG emissions commitment:  
June 30, 2050

The website URL where information about the climate plan is available:  
http://acupcc.aashe.org/cap/459/?id=459
Diversity and 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. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated 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.

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Diversity and Equity Coordination

Responsible Party

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

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

The Diversity and Inclusion Oversight Committee has four subcommittees: Institutional Viability & Vitality, Access & Success, Education & Scholarship, and Campus Climate & Intergroup Relations. The major focus areas for the Oversight Committee in its first two years are to:

1. Inform, educate, and engage the campus in efforts
2. Develop positive perceptions of the campus climate
3. Ensure Transparency and shared responsibility for efforts
4. Champion the work of the subcommittees to appropriate committees, bodies, and executives

Members of the committee, including job titles and affiliations :

Marjorie Trueblood-Gamble, Associate Director of Student Life-Diversity and Inclusion
Susan Walsh, Associate Provost
Roni Adams, Professor of Education

The website URL where information about the diversity and equity committee is available:

http://www.sou.edu/diversity/

Does the institution have a diversity and equity office?:

Yes

A brief description of the diversity office:
The Associate Director of Student Life for Diversity & Inclusion oversees the coordinators of the Multicultural Resource Center, Women's Resource Center, and Queer Resource Center. There are also 3 positions who manage our compliance to Affirmative Action and Title IX. They are the Associate Provost, Director of Human Resources and Director of Student Support Services.

The number of people employed in the diversity office: 1

The website URL where information about the diversity and equity office is available: http://www.sou.edu/diversity/

Does the institution have a diversity and equity coordinator?: Yes

Diversity coordinator's name: Marjorie Trueblood-Gamble

Diversity coordinator's position title: Associate Director of Student Life for Diversity & Inclusion

A brief description of the diversity coordinator's position:
Oversight of the Multicultural, Women's, and Queer Resource Centers plus support of the efforts of the Diversity & Inclusion Oversight Committee.

The website URL where information about the diversity and equity coordinator is available: http://www.sou.edu/diversity/
Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

Submission Note:

Information on the assessments is not available on the web at this point, but hard copies can be made available, if necessary.

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:

Yes

A brief description of the assessment(s):

A Campus Climate assessment is in hand, a faculty survey on equity is underway, and further assessments are being developed by the Diversity & Inclusion Oversight Committee for the coming academic year.

Year the assessment was last administered:

2,011

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

All of the information obtained from these assessments, in conjunction with demographic and other data about students and employees, is being used by the Diversity & Inclusion Oversight Committee to formulate concrete approaches to the four major areas of focus identified in the institution's plans.

The website URL where information about the assessment(s) is available:
Support Programs for Underrepresented Groups

Responsible Party

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

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

Submission Note:

http://www.sou.edu/firstyear/

http://www.sou.edu/core/

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:
Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

The Student Success Initiatives Program serves students from low-income backgrounds through case management and services offered through the First Year Mentor Program (FYMP), and the Community of Recovery Program (CORPS). Individual students who are struggling with any significant barrier to academic, personal, or social success may be referred for case management through the Student Success Initiatives Program. They may then be referred for participation in the First Year Mentor Program or the Community of Recovery Program at Southern (CORPS) depending on their specific needs. The FYMP serves first-year students who are struggling with making social connections or having difficulty transitioning into university life. Students from low-income backgrounds are specifically invited to participate in FYMP, as it allows them to develop a relationship with a successful upper-class mentor. A special email invitation is sent to students with zero expected family contribution and students who enter the institution in an independent status. Students who are in recovery are encouraged to participate in the CORPS Program, including many students coming to the institution from low-income backgrounds. This provides an intentional community of support, relapse prevention, and recovery protections.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:
SOU holds Professionals of Color Reception open to all staff and faculty of color. The University also practices Target of Opportunity Hires to provide opportunities for growth and advancement to underrepresented groups within the faculty and staff. Faculty Mentorship Programs are also made available for underrepresented groups.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

SOU holds Professionals of Color Reception open to all staff and faculty of color. The University also practices Target of Opportunity Hires to provide opportunities for growth and advancement to underrepresented groups within the faculty and staff.

The website URL where more information about the programs in each of the three categories is available:

http://www.sou.edu/diversity/collegeprograms.html
Support Programs for Future Faculty

Responsible Party

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

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students 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 programs that meet the criteria for this credit?:

Yes

A brief description of the institution’s programs that help increase the diversity of higher education faculty:

SOU has, under the leadership of the Dean of the College of Arts & Sciences, begun to substantially diversify the faculty via new hires. Three of four faculty hired for the 2011-2012 academic year are from under-represented groups. Additionally, a targeted hire specifically designed for candidates of color in a range of academic disciplines garnered nearly 200 applicants, from which an additional faculty member position was filled.

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

---
Affordability and Access Programs

Responsible Party

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

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income 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 such as the federal TRIO programs
- Scholarships 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
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

Submission Note:

The registration schedule including the Students of Color Reception and financial aid information session entitled "Navigating the Money Maze" can be found at
http://www.sou.edu/rr/schedule

"---" 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 the institution’s participation in federal TRIO programs:

SOU hosts two TRiO programs: Student Support Services, which serves 190 undergraduates each year; and the Ronald E McNair Post Baccalaureate program, which serves students in graduate school. Both programs provide academic support services to low-income students who are the first in their families to attain Bachelor's degrees.
A brief description of the institution’s policies and programs to minimize the cost of attendance for low-income students:

SOU is committed to providing quality education at an affordable cost for citizens of its service area. Examples of institutional policies and programs that help keep an SOU education accessible to our low-income students include:

• Waiving the Application fee for low-income prospective SOU students upon the request of their high school guidance counselor;
• Deferral of the Matriculation Fee until financial aid has been disbursed to students;
• Approximately $2 million in institutional tuition remission programs (scholarships) awarded annually based on financial need;
• Availability of Federal need-based financial aid funds, including low-interest Perkins loans;
• No charge for academic support programs and services, including tutoring, writing assistance, academic and career advising.

A brief description of the institution’s programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

Many SOU faculty and staff members work collaboratively with the TRiO program staff to help student's succeed in college. Further, staff and faculty referrals are a primary method of recruiting students into the TRiO programs.

A brief description of the institution’s programs to prepare students from low-income backgrounds for higher education:

The Student Success Initiatives Program serves students from low-income backgrounds through case management and services offered through the First Year Mentor Program (FYMP), and the Community of Recovery Program (CORPS). Individual students who are struggling with any significant barrier to academic, personal, or social success may be referred for case management through the Student Success Initiatives Program. They may then be referred for participation in the First Year Mentor Program or the Community of Recovery Program at Southern (CORPS) depending on their specific needs. The FYMP serves first year students who are struggling with making social connections or having difficulty transitioning into university life. Students from low-income backgrounds are specifically invited to participate in FYMP, as it allows them to develop a relationship with a successful upper-class mentor. A special email invitation is sent to students with zero expected family contribution and students who enter the institution in an independent status. Students who are in recovery are encouraged to participate in the CORPS Program, including many students coming to the institution from low-income backgrounds. This provides an intentional community of support, relapse prevention, and recovery protections.

A brief description of the institution's scholarships for low-income students:

All students whose completed FAFSA applications are processed by the Federal Processor on or before March 1 and who have applied for admission to SOU are considered for the nearly $2 million in institutional tuition remissions (scholarships). These remissions range in amount from $600 to $3,000 per year. Students are ranked according to Estimated Family Contribution (EFC). The Financial Aid Office uses "Federal Methodology": the standard, federally approved method for determining what funds the family (parent and/or student) should have available to meet the year's educational costs. The EFC is subtracted from the standard student budget for the academic year, and the remaining figure is considered the student's financial eligibility. Students with the lowest family contribution (EFC) are awarded campus-based funds until those funds are fully committed. (The Federal Direct Stafford/Ford Loans and the Pell Grant remain available all year.)
A brief description of the institution’s programs to guide parents of low-income students through the higher education experience:

Preview Days and Raider Registration Programs are designed to assist both students and parents through the process of beginning a successful university experience. Financial Aid staff visit area high schools and offer information about programs for families on financial aid programs and how to apply, and individual families are encouraged to make appointments to meet with financial aid counselors if they need assistance. Some programs are offered in Spanish for those who are more comfortable in that language.

For the 2013-14 Academic Year, we will also be providing some Financial Literacy Sessions for students and families during registration events.

A brief description of the institution’s targeted outreach to recruit students from low-income backgrounds:

In addition to the college tour and our regular high school visitation program, SOU participates in the GEAR-UP program, and is connected to all of the regional Upward Bound and Educational Talent Search programs that work with low-income and/or first generation students who aspire to attend college.

SOU also has a Pipeline Program entitled Pirates to Raiders to provide outreach and recruitment to local Latino youth, including hosting a Latino Family Day Program in the Spring. SOU also visit local reservations to provide information on the institution and recruit students and hosts an Overnight Visit Program for underrepresented students.

A brief description of the institution’s other admissions policies and programs:

SOU Admissions hosts four preview programs each year with two being day events and two being overnight events. One of the overnight events is specifically designed for under-represented minority students. On- and off-campus partnerships help make this particular event valuable for under-represented students in the Rogue Valley.

A brief description of the institution’s other financial aid policies or programs:

Financial aid at Southern Oregon University consists of scholarships, loans, grants, and work-study employment. Applying nine months ahead of time is the key to being considered for many of these funds.

A brief description of the institution’s other policies and programs not covered above:

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The website URL where information about programs in each of the areas listed above is available:

http://www.sou.edu/admissions/scholarships-fin_aid.html
Does the institution offer housing options to accommodate the special needs of transgender and transitioning students (either as a matter of policy or as standard practice)?
Yes

A brief description of the program, policy, or practice:

SOU provides a housing option for students without regard to gender placement. Students selecting to live in the gender neutral area are placed with no regard to gender identification. The area is comprised of two floors in one of the residence halls, with a gender neutral bathroom on each floor. The bathroom has no label designating "men" or "women." The Resident Assistant for this area works with the students to create an open, welcoming community for students from a variety of backgrounds and perspectives. Students of differing genders may end up living in the same room together. We encourage romantic couples of any gender identification to not live together. Roommates are placed based on a standard roommate living preference questionnaire, but without gender identification being a factor.

The website URL where information about the program, policy, or practice is available:

http://www.sou.edu/housing/reshall/living.html
Employee Training Opportunities

Responsible Party

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

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

Does the institution make cultural competence trainings and activities available to all employees?:
Yes

A brief description of the cultural competence trainings and activities:

This past year we offered 6 topical diversity trainings open to all faculty and staff. They were:
The Language of Diversity
Multicultural Awareness
Disability Awareness
Gender Equity
Deconstructing Queer
Age and the Intergenerational Workplace

We also offer a Program Series based on conversations of diverse topics called Diversi-Teas. So far we have discussed the inclusivity/exclusivity to comedy and body size politics.

The website URL where information about the trainings and activities are available:
http://sou.edu/diversity
Student Training Opportunities

Responsible Party

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

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

Does the institution make cultural competence trainings and activities available to all students?:
Yes

A brief description of the cultural competence trainings and activities:
Most of our Diversity Trainings are geared at specific student leadership groups like Resident Assistants, Raider Welcome Team, and First Year Mentors, but we do offer Ally Trainings that are open to the entire campus population.

The website URL where information about the trainings and activities are available:
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Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. 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. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff 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.

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Sustainable Compensation

Responsibility Party

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

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

Total number of employees working on campus (including contractors):
917

Number of employees (including contractors) that the institution ensures earn sustainable compensation:
917

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

Southern Oregon University uses several tools and methods to ensure all employees receive sustainable compensation. The university is also known for having the most competitive benefits package in the region.

Compensation for union-represented employees is set through a collective bargaining process, which includes assessment of market factors and trends in wage adjustments. Salary surveys are conducted approximately every two years by the Oregon University System (OUS) against market rates for both pay rates and total compensation.
Collective bargaining agreements for union-represented employees are also used to determine sustainable compensation for temporary employees hired by the university.

Faculty and staff compensation is assessed and updated based on market and peer comparators. The Human Resources Department conducts compensation reviews of every position annually to ensure competitive salary and benefit packages.

The most recent year total compensation for the institution’s lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2,013

The website URL where information about the institution’s compensation policies and practices is available:

http://sou.edu/hrs/
Employee Satisfaction Evaluation

Responsible Party

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

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Staff Professional Development in Sustainability

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

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

Does the institution make training and professional development opportunities in sustainability available to all staff?:
Yes

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

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

The website URL where information about staff training opportunities in sustainability are available:
---
Sustainability in New Employee Orientation

Responsible Party

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

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff?:

Yes

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

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

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

The website URL for the information about sustainability in new employee orientation:

---
Employee Sustainability Educators Program

Responsible Party

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

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Responsible Party

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

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

Does the institution have an on-site child care facility, partner with a local facility, and/or provide subsidies or financial support to help meet the child care needs of students, faculty, and staff?:

Yes

A brief description of the child care program, policy, or practice:

The SOU Schneider Children’s Center is part of the University’s ongoing commitment to offer varied and relevant services for students, staff and faculty. By providing a high quality, accredited and innovative early childhood education and care facility for children six weeks to five years of age, the Center functions in both service and teaching capacities. Training and research endeavors are designed and implemented to serve the needs of students and students as parents, as well as to contribute to the development of effective early childhood programs.

The website URL where information about the program, policy, or practice is available:

http://www.sou.edu/scc/
Employee Wellness Program

Responsible Party

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

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

Does the institution have an employee assistance or wellness program that provides counseling, referral, and well-being services to employees?:
Yes

A brief description of the employee wellness program, policy, or practice:
The Employee Assistance Program is available to all benefit eligible employees and members of their immediate households and provides no-cost, limited professional counseling, assessment and referral services for individuals who are experiencing personal problems, i.e. anxiety, grief, parenting issues, financial difficulties, etc.

The website URL where information about the program, policy, or practice is available:
http://www.cascadecenter.com/
Socially Responsible Retirement Plan

Responsible Party

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

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

Does the institution offer a socially responsible investment option for retirement plans?:
Yes

A brief description of the socially responsible investment option for retirement plans:

After six full months of employment, eligible unclassified employees may choose between two retirement plans: the Oregon Public Service Retirement Plan (OPSRP) and the Optional Retirement Plan (ORP). The Optional Retirement 401(a) Plan - the “ORP”- is a defined contribution plan that academic and administrative unclassified employees may choose in lieu of PERS membership. The ORP has been in operation since 1996 and was updated November, 2007. Participants have a choice of investments-plus-services programs to suit their individual retirement planning needs. The ORP offers mutual funds and both fixed and variable annuities in participant-directed account. This plan is currently provided through Fidelity Investments. One of the plan's investment options includes the "Neuberger Berman Socially Responsible" actively managed fund.

The website URL where information about the program, policy, or practice is available:
http://sou.edu/hrs/benefits.html
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
- Shareholder Advocacy
- Positive Sustainability Investments
- Student-Managed Sustainable Investment Fund
- Sustainable Investment Policy
- Investment Disclosure
Committee on Investor Responsibility

Responsible Party

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

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees 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 committee on investor responsibility or similar body that meets the criteria for this credit?:

No

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns:

The SOU Foundation has an investment committee whose objective is to achieve long-term performance in order to provide inter-generational equity through our endowment fund. In conjunction with an investment consultant, the committee makes investments that take into account, risk, diversification, total return, and how they correlate with University priorities, including sustainability commitments. Environmental issues are addressed in SOU's Strategic Plan, which the Foundation supports, though it does not currently include social and environmental responsibility as an explicit part of its mission and/or agenda.

The Finance Committee is currently working with students to consider divesting from fossil fuels and moving toward socially responsible investments.

Members of the CIR, including affiliations:

Geoffrey Cutler, Chair
Sid DeBoer, Lithia Motors, Inc.
Recent examples (within the past 3 years) of CIR actions:

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The website URL where information about the committee is available:

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Shareholder Advocacy

Criteria

There are two possible approaches to earning this credit.

1) 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.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but $2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

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

Responsible Party

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

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual 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 this credit.

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.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Student-Managed Sustainable Investment Fund

Responsible Party

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

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance?:

Yes

A brief description of the student-managed sustainable investment fund:

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

The website URL where information about the fund is available:

---
Sustainable Investment Policy

Responsible Party

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

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

Responsible Party

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

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

Does the institution make a snapshot of its investment holdings, including the amount invested in each fund and/or company and proxy voting records, available to the public?:

Yes

A brief description of the institution’s investment disclosure practices:

The SOU Foundation's endowment and investment policies are available on the Foundation website along with performance and asset allocation by asset class and manager.

The website URL where information about investment disclosure available:

http://www.soufoundation.org/financial_endowment
Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

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Community Sustainability Partnerships

Responsible Party

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

Criteria

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

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution’s sustainability partnerships with the local community:

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

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

The website URL where information about sustainability partnerships is available:

http://www.ashland.or.us/CCBIndex.asp?CCBID=193
Inter-Campus Collaboration on Sustainability

Responsible Party

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

Criteria

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

"---" 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:

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

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

Steve Schein, a professor in SOU's Business department, presented his research on corporate sustainability and developing sustainable leadership mindsets at the International Conference on Business and Sustainability at Portland State University as follows:

In the fall of 2010, he presented "The Chief Sustainability Officer: A New Archetype in Corporate Leadership" and "Innovate Approaches for Sustainability Education within the Business Curriculum"

In the fall of 2011, he presented "New Levels of Corporate/NGO Collaboration"

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:

SOU is an AASHE member institution and STARS participant.

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

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

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

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

SOU collaborates with other sustainability coordinators from colleges and universities throughout Oregon through regular phone calls and meetings at sustainability conferences. The SOU sustainability coordinator participated in the OUS Sustainability Initiative Committee Workshop on May 27, 2009. SOU participated in the planning for the second OUS Sustainability Conference, which was held at Oregon State University in February 2011. In 2010, SOU became a participant in the College Sustainability Green Report Card. SOU also participates in the U. S. Environmental Protection Agency’s Green Power Partnership.

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

---
Responsibility Party

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

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to 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 a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:
Yes

Number of sustainability continuing education courses offered:
3

Total number of continuing education courses offered:
440

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:
No

A brief description of the certificate program:
---

Year the certificate program was created:
---

The website URL where information about sustainability in continuing education courses is available:
http://sou.edu/dce/community-programs.html
Community Service Participation

Responsible Party

Brittany Depew
Environmental & Community Engagement Coordinator
Student Life

Criteria

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

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

Submission Note:

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

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

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

The number of students engaged in community service:

1,750

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

5,403

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

http://sou.edu/su/ce
Community Service Hours

Responsible Party

Brittany Depew
Environmental & Community Engagement Coordinator
Student Life

Criteria

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

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

Submission Note:

Of the approximate 1,750 students who actively engage in community service on campus, the average amount of hours per student per year is about 20. Although individual numbers vary widely (those who participate in two-week Alternative Break trips contribute at least 64 hours of service in just that time), we see total hours contributed reach nearly 35,000 each year.

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

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

35,000

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

5,403

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

http://www.sou.edu/su/ce
Sustainability Policy Advocacy

Responsible Party

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

Criteria

Institution advocates for federal, state, 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 was marked as Not Pursuing so Reporting Fields will not be displayed.
Trademark Licensing

Responsible Party

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

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

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

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Farmers' Market

Responsible Party

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

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

_Institution is located in an area that is served by an existing farmers' market._
**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

Responsible Party

Brittany Depew
Environmental & Community Engagement Coordinator
Student Life

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 2

Responsible Party

Brittany Depew
Environmental & Community Engagement Coordinator
Student Life

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, 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 Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Innovation 3

Responsible Party

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

Criteria

1) Innovation credits are reserved for new, extraordinary, unique, ground-breaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.

2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.

3) The innovative practice, policy, program, or outcome should have occurred within the past three years.

4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.

5) 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.

6) 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.

7) 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.

8) 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.

9) Outcomes, policies, and practices that are innovative for the institution’s region or school type are eligible for innovation credits.

10) When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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

A brief description of the innovative policy, practice, program, or outcome:

Southern Oregon University (SOU) students are working with the Bonneville Environmental Foundation (BEF) to meet an ambitious new sustainability goal: to become the first campus to balance 100% of its on campus water use with an equal amount of water restored to a critically dewatered ecosystem. Through the purchase of BEF Water Restoration Certificates® and custom project selection, SOU student funds have launched a new water flow restoration project in the nearby Klamath River Basin. Over the upcoming five-year period, the university will restore approximately 80 million gallons of water per year to this critically dewatered ecosystem.
A letter of affirmation from an individual with relevant expertise:
SOU-SierraClub-13March2013.pdf

The website URL where information about the innovation is available:
http://www.b-e-f.org/partner/southern-oregon-university/
Innovation 4

Criteria

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

The supplemental section includes reporting fields that are not part of STARS, but that have been requested by campus survey organizations (the Sustainable Endowments Institute, The Princeton Review, and Sierra magazine). Institutions that wish to share their data with one or more of these organizations should complete the fields in full or contact the relevant organization(s) for guidance regarding minimum reporting requirements.

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New Student Orientation

Criteria

Institution provides details about how it incorporates sustainability into new student orientation.

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

Responsible Party

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

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

Are students educated in an academic class about how to make eco-positive food choices?:
Yes

Provide a brief description:

All incoming students are required to take University Seminar. One University Seminar section has a focus on food, where students learn about local food, low carbon diets and other impacts food choices have on the planet. The Sustainability Leadership business course also focuses on food choices and their impact.

Are students educated in dining facilities about how to make eco-positive food choices?:
Yes

Provide a brief description:

One SOU Dining chef offers cooking demonstrations for students and incorporates information on the value of using local, organic foods.

Are students educated during orientation about how to make eco-positive food choices?:
---

Provide a brief description:

---

Are students educated in other venues about how to make eco-positive food choices?:
Yes

Provide a brief description:
The Student Health and Wellness Office has partnered with campus sustainability groups to offer Sustainability & Health workshops throughout the year, several of which contain a food focus. Workshops in the 2012-2013 academic year included uses for local honey, make your own kombucha, small space gardening, fermented foods, etc.

**Is there a program by which students are encouraged to and/or taught how to grow their own food?:**
Yes

**Provide a brief description of the program:**

The Ecology Center of the Siskiyous runs an organic community garden on campus which makes garden plots available to all students. The garden holds workshops to teach students about gardening and how to harvest food.
Food and Beverage Purchases

Criteria

Institution provides details of its food and beverage purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

This credit was marked as Not Pursuing so Reporting Fields will not be displayed.
Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Criteria

Institution provides details of seafood products purchased that meet Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines.

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

Responsible Party

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

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Does the institution offer reusable dishware at its dining services locations?:
Yes

Does the institution offer plastic dishware at its dining services locations?:
Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations?:
No

Does the institution offer post-consumer recycled content dishware at its dining services locations?:
Yes

Does the institution offer biodegradable / compostable dishware at its dining services locations?:
Yes

Does the institution offer other types of dishware at its dining services locations?:
Yes

Provide a brief description.: The dining service locations sell reusable to-go containers (clamshells and coffee mugs).
Energy Initiatives

Criteria

Institution provides details about its energy initiatives.

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

Responsible Party

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

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal.: 17

The percentage of total electricity use from wind.: ---

The percentage of total electricity use from biomass.: ---

The percentage of total electricity use from natural gas.: ---

The percentage of total electricity use from solar PV.: ---

The percentage of total electricity use from geothermal.: ---

The percentage of total electricity use from nuclear.: 3.30

The percentage of total electricity use from hydro.: 44.90

The percentage of total electricity use from other.: 34.70
Provide a brief description:
SOU purchases power from the City of Ashland Municipal Utility. Our power mix includes 13% from combustion turbines, 9.8% cogeneration, 3.4% imports, 2.3% non-utility generation, and 6.2% other miscellaneous resources, including solar.

The percentage of total energy used for heating buildings from coal.
---

The percentage of total energy used for heating buildings from biomass.
---

The percentage of total energy used for heating buildings from electricity.
0.50

The percentage of total energy used for heating buildings from natural gas.
99.50

The percentage of total energy used for heating buildings from geothermal.
---

The percentage of total energy used for heating buildings from fuel oil.
---

The percentage of total energy used for heating buildings from other.
---

Provide a brief description:
Nearly all campus buildings are heated by steam produced by natural gas. One campus building uses electricity for heating.

If cogeneration, please explain.
---
Procurement

Responsible Party

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

Criteria

Institution provides details about its procurement efforts.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories):

100

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible?:

Yes

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars):

---

Does the institution’s vendor code or policy require vendors to use less packaging?:

---
Bike Sharing

Responsible Party

Brittany Depew
Environmental & Community Engagement Coordinator
Student Life

Criteria

Institution reports the number of bicycles available through bike sharing programs.

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

The number of bicycles available through bike sharing programs:

8
Water Initiatives

Responsible Party

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

Criteria  

Institution provides details about its water initiatives.

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

Is there a ban or restriction on selling or distributing bottled water on campus? :  
Yes

Provide a brief description of any bottled water ban or restriction :  
The student government (ASSOU) based a resolution banning bottled water on campus, set to go into effect for the 2012-2013 school year.

Does the institution meter any of its non-potable water usage? :  
Yes

The percentage of urinals on campus that are waterless :  
0
Endowment

Criteria

Institution provides details about its endowment.

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

Responsible Party

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

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :
1

FTE staff on payroll:
1

FTE student intern/fellow: 
0