



Southern Oregon University

The following information was submitted through the [STARS Reporting Tool](#) to be shared with Sierra magazine for consideration in their Cool Schools publication.

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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.

Education & Research

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.

Credit
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

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 :

Program name (1st program) :

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

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

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

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

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

The website URL for 1st Program :

Program name (2nd program) :

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

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

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

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

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

The website URL for 2nd program :

Program name (3rd program) :

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

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

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

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

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

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

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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
-

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

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

No

The name of the campaign(s) :

A brief description of the campaign(s) :

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

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

Sustainability in New Student Orientation

Responsible Party

Jonathon Eldridge

Vice President for Student Affairs
Student Affairs

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 feature bioware and highlight local and organic farms/providers.

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

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; 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 :

SOU's new Sustainability & Recycling Coordinator will be writing a quarterly newsletter to be distributed online to the campus and surrounding community. The newsletter includes updates on energy usage and waste generated on campus; a highlight of a sustainability-related student project; articles on sustainability initiatives; updates on the Sustainability Council; and more.

The website URL for the sustainability newsletter :

<http://goo.gl/A5MJl>

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

No

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

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

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 :

The main campus dining hall located in the largest residence hall complex has signage on the walls and every dining table with information about nutrition, local foods, trayless dining, waste reduction, packaging, composting, and bioware. 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://www.soudining.com/>

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? :

No

A brief description of the sustainability walking map or tour :

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? :

No

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

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

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 :

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

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 :

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 :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

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

A brief description of this material :

The website URL for this material :

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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

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

Yes

The name and a brief description of each student group :

The Ecology Center of the Siskiyou (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. At the community garden, ECOS composts coffee grounds and food scraps from campus coffee shops and regional landscaping companies. ECOS operates a Bicycle Program which offers a bike sharing program, assists students with bicycle repairs, and “builds” bicycles for use by students on campus. ECOS sponsors educational events, such as Earth Day, which are open to the community. ECOS recycles batteries, electronics, and ink cartridges and offers free reusable coffee mugs to students. ECOS also offers a winter film series for students, faculty, staff and community members to view environmental and sustainability-themed films with discussion from a panel of experts.

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

1. SOU Full Circle Recycling Program

Thanks to efforts stemming from ECOS students, the university now has a fully-operational recycling program, serving all academic buildings and residence halls on campus. This center has since become institutionalized in the hiring of a full-time Sustainability & Recycling Coordinator.

2. Winter Film Series

Each winter term, ECOS hosts bi-weekly film screenings followed by an educational and informative panel discussion. This year, themes ranged from natural gas extraction to bicycle touring to honeybees and attracted, on average, 50-80 students and community members each week.

3. Earth Day Celebration

This year, ECOS hosted two separate Earth Day events. During the afternoon, 30 organizations from campus and the community tabled about their group or organization's approach to environmental stewardship; these ranged from a clothing swap to making envelopes out of used magazines to recycling demonstrations from Jackson County Master Recycler program (and many, many more).

In the evening, ECOS held an event focused on the "International Year of the Cooperative," for which we hosted all six Rogue Valley cooperatives. Each panelists presented about their co-op's history, benefits and challenges, and impact on the community; these discussions were interspersed with videos from co-ops from around the world.

4. Hiring of a full-time staff coordinator in summer 2011: Students were able to receive support and funding from their peers, as well as the Student Fee Committee, in order to hire (for the first time) a full-time staff member to coordinate ECOS and the Civic Engagement student groups. This allowed ECOS to increase its operating budget, conduct a wider range of outreach, and develop institutional memory to maintain organizational consistency.

List other student groups that address sustainability :

Net Impact, Biology Club, Ashland Apiary Project, 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=QPv4PVLmGIQ>

"---" 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 Center for the Siskiyou (ECOS) student organization operates an organic garden on the SOU campus. Garden plots are made available to students and community members. Organic farming techniques are employed at the ECOS garden. 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

"---" 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? :

A brief description of the model room :

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

Themed Housing

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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

Does the institution have sustainability-themed housing (residential floor or hall, or theme house) where residents learn about sustainability together and to which residents must apply? :

No

A brief description of the themed housing, including name(s) and descriptions of theme(s) :

The website URL where information about the themed housing is available :

The total number of residents in themed housing. :

Sustainable Enterprise

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

Does the institution have a student-run enterprise, such as a cafe, through which students gain sustainable business skills? :

A brief description of the enterprise :

The website URL where information about the sustainable enterprise is available :

Sustainability Events

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

"---" 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 departments offer a "Friday Science Seminar" speaker series which features presentations by campus and community members on sustainability. In the last year, 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 Ecology of the Siskiyou (ECOS) student organization organizes the annual Earth Day event on campus. This year, 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.

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/>

Themed Semester or Year

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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

Has the institution chosen a sustainability-related theme for its themed semester, year, or first-year experience during the past three years? :

Yes

A brief description of the themed semester, year, or first-year experience :

The university selects a different theme for the campus each year. These have been quite diverse, but all have components of sustainability within them. For instance, for the 2009-2010 school year, SOU's theme was "On Being Human" and presentations and events centered around fostering sustainable communities and relationships. One lecture, "People Helping People: Meeting Basic Needs in the Face of Scarce Resources," consisted of panelists from local nonprofits discussing responsible business leadership.

The current year's theme is "Civility."

The sustainability-related book that was chosen, if applicable :

The website URL where information about the theme is available :

<http://news.sou.edu/blog/2011/10/civility-focus-of-this-year%E2%80%99s-campus-theme-at-southern-oregon-university/>

Curriculum

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

Credit
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

Sustainability Course Identification

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator
Facilities Management & Planning

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.

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*.

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

The number of sustainability-focused courses offered :

20

The total number of courses offered :

752

Number of years covered by the data :

Two

A list of sustainability-focused courses offered :

BA 483/MM 583 - Sustainable Organizational Leadership
BA 490/MM 590 - Case Studies in Corporate Sustainability
BI 388 - Conservation of Natural Resources
BI 438/538 - Conservation Biology
EC 310 - The Environment and Local Economics
ES 102 - Intro to Environmental Studies: Biological Science
ES 103 - Introduction to Environmental Studies: Social Science Perspectives
ES 210 - Environmental Studies I
ES 310 - Environmental Applications
ES 379 - Biodiversity
ES 383 - Science and Advocacy in Environmental Policy Debates
ES 421 - Ecological Economics and Sustainable Development
ES 423 - Sustainability and Natural Resources
ES 437/537, GEOG 437/537, SSPC 437/537 - Conservation in the United States
ES 445 - Ecosystem Management and Conservation
ES 479 - Biosphere, Ecology, and Global Environmental Change
[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

ES 521 - Ecological Economics and Sustainable Development
HE 331 - Environmental Health
PH 309 - Energy Alternatives
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 Inventory.doc](#)

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*.

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

The number of sustainability-related courses offered :

29

The total number of courses offered :

752

Number of years covered by the data :

Two

A list of sustainability-related courses offered :

BI 340/ES 340 - Introductory Ecology
BI 386 - Forest Ecology and Management
BI 454/554 - Plant Ecology
CH 101 - Environmental Chemistry
EC 315 - Environmental Economics
EC 399 - Economics of Parks and Recreation
EE 527 - Place-Based Curriculum Development
EE 528 - Environmental Issues
ENGR 306/PH 306 - Sustainability: Materials Technology and Design
ES 101 - Intro to Environmental Studies: Earth Science
ES 111/GEOG 111 - Physical Environments I
ES 112/GEOG 112 - Physical Environments II
ES 327 - Energy and Climate Change
ES 351 - Environmental Policy and Impact Analysis
ES 442 - Valuation of Ecosystem Goods and Services
ES 451 - Introduction to Geographic Information Systems
[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

ES 453 – Introduction to Remote Sensing
ES 475 - Environmental Modeling
ES 482/582, GEOG 482/582 - Climatology
G 360 - Environmental Geology
G/GEOG 433 - Soil Science
GEOG 360 - Global Issues in Population, Development, and the Environment
HST 421/521 - Environmental History
NAS 380 - Native American Ecological Practices
OAL 362 - Outdoor Recreation Programming and the Environment
OAL 444 - History of the Pacific Northwest Wilderness
PH 308 - Energy and the Environment
PH 310 - Energy Policy
SOC 420/520, ES 420 - Environmental Sociology

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 Inventory.doc](#)

Sustainability Courses by Department

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

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 :

10

The total number of departments that offer courses :

18

A list of departments that offer sustainability courses :

Biology

Chemistry, Physics, Materials, and Engineering

Environmental Studies

Health, Physical Education, and Leadership

History and Political Science

Psychology

Social Sciences, Policy and Culture

Graduate Studies

Business

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.doc](#)

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 :

Total number of graduates :

A list of degree programs that have sustainability learning outcomes :

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available :

A copy of the sustainability course inventory :

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

Undergraduate Program in Sustainability

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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, aimed at teaching responsible outdoor leadership, including environmental stewardship, conservation and preservation

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) :

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) :

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

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

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.

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

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

No

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

The website URL where information about the immersive experience is available :

Sustainability Literacy Assessment

Responsible Party

Roxane Beigel-Coryell

Sustainability & Recycling Coordinator

Facilities Management & Planning

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.

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

Has the institution conducted a sustainability literacy assessment? :

Did the assessment include a baseline evaluation of students and then a follow-up evaluation of the same cohort? :

A copy of the questions included in the sustainability literacy assessment :

A copy of the questions included in the sustainability literacy assessment :

A brief description of how the assessment was developed :

A brief description of how the assessment was administered :

A brief summary of results from the assessment :

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

Incentives for Developing Sustainability Courses

Criteria

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

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

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

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

Does the institution have a program that meets the criteria outlined above? :

A brief description of the program(s) :

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

The website URL where information about the program is available :

Research

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.

Credit
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

Sustainability Research Identification

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.

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

Has the institution developed a definition of sustainability research? :

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

Has the institution identified its sustainability research activities and initiatives? :

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

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

The website URL where the sustainability research inventory is posted (required if claiming Part 3 of the credit) :

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.

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

The number of faculty members engaged in sustainability research :

12

The total number of faculty members engaged in research :

218

Names and department affiliations of faculty engaged in sustainability research :

Lynn Ackler, Computer Science

Pat Acklin, Geography/Environmental Studies

Paul Blanton, Environmental Studies

John Gutrich, Environmental Studies

Ric Holt, Economics

Steven Jessup, Biology

Greg Jones, Geography/Environmental Studies

Charles Lane, Environmental Studies

Michael Parker, Biology

Narcisa Pricope, Environmental Studies

Steve Schein, Business

Mark Shibley, 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 :

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 geography 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 :

3

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

Biology

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 :

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? :

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

alternative spring break
check with steve schein
dperez community based learning
internship and practicum opportunities
charles lane

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

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

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

nsf grants
faculty release time
send to workshops
grants through grants office
ask debra hofer about grants for sust research
postdoctoral fellowship

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 :

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

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.

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

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" :

972723 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 :

972723 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 :

STARS Reporting Tool | AASHE | Sierra Magazine

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/>

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.

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" :

58700 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 :

0 Square Feet

New building space that is LEED Platinum certified :

58700 *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/>

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. 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 :

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

Indoor Air Quality

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.

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

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.

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

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://acupcc.aashe.org/ghg/204/?id=204>

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 :

Transportation and Distribution Losses

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 :

9278 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 :

1008

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

3678

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

1407

Scope 1 and 2 gross GHG emissions, performance year :

10000 *Metric Tons of CO2 Equivalent*

Off-site, institution-catalyzed offsets generated, performance year :

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

8737 *Metric Tons of CO2 Equivalent*

List the start and end dates of the GHG emissions performance year :

July 2008-June 2009

On-campus residents, performance year :

822

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

3304

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

1438

Time period for weighted campus user (list the consecutive 12 month period that most closely overlaps with GHG performance year) :

July 2008-June 2009

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? :

A brief description of the policies and/or programs :

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

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

Does the institution have a local offsets program through which the institution seeks to offset its greenhouse gas emissions by implementing projects that reduce GHG emissions in the local community? :

No

A brief description of the program :

The website URL where information about the program is available :

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental 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.

Credit
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

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..

Submission Note:

<http://www.soudining.com/sustainability/local.html>

<http://www.youtube.com/watch?v=22HrQ0Sbrmw>

"---" 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) :

57

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

We work 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, Sodexo 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;
[STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

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 :

<http://www.sodexousa.com/usen/citizenship/sustainability/foodservices/foodservices.asp>

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 :

List the year the program was started :

Sept. 15, 2011

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

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

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

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

The website URL where information about the program is available :

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.

Vegan options include:

Cajun Spiced Roasted Potatoes

Sesame Ginger Green Beans

Lemony Chick Pea Salad

Varieties of Rice, Fruits, & Veggies at most every meal

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

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

Trans-Fats

Responsible Party

Jonathon Eldridge

Vice President for Student Affairs
Student Affairs

"---" 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 :

Sodexo, SOU's contracted food service vendor, uses only trans-fat-free oil at its campus locations.

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

<http://www.sodexousa.com/usen/environments/independentschools/food/dining/dining.asp>

Guidelines for Franchisees

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

Pre-Consumer Food Waste Composting

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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

Does the institution have a pre-consumer food waste composting program? :

Yes

A brief description of the pre-consumer food waste composting program :

Sodexo, 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 a local waste management company (Recology Ashland Sanitary Service). In addition, we use compostable plates, cups and clear glasses exclusively for our catered events when china service is not requested.

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 :

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://www.soudining.com/sustainability/local.html>

PostConsumer Food Waste Composting

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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

Does the institution have a postconsumer food waste composting program? :

A brief description of the postconsumer food waste composting program :

The percentage of overall meals for which postconsumer composting is available :

The percentage of meal plan meals for which postconsumer composting is available :

The percentage of retail facilities for which postconsumer composting is available :

The percentage of conference meals for which postconsumer composting is available :

The website URL where information about the composting program is available :

Food Donation

Responsible Party

Jonathon Eldridge

Vice President for Student Affairs
Student Affairs

"---" 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 :

Sodexo, the University's contracted food service vendor, makes weekly donations to Food Angels, a local Ashland 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. Sodexo also makes bulk food donations each quarter to ACCESS, a local Medford non-profit organization that provides food assistance to needy families and individuals.

The website URL where information about the food donation program is available :

http://sodexofoundation.org/hunger_us/newsletter/hunger.html

Recycled Content Napkins

Responsible Party

Jonathon Eldridge

Vice President for Student Affairs
Student Affairs

"---" 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 :

Sodexo, SOU's contracted food service vendor, has introduced 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 :

<http://www.soudining.com/sustainability/local.html>

Reusable Container Discounts

Responsible Party

Jonathon Eldridge

Vice President for Student Affairs
Student Affairs

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

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 :

Sodexo, SOU's contracted food service vendor, offers a discount of \$0.25 at all retail locations for the use of reusable mugs. The mugs are sold at a discount if purchased with a combo in Elmo's, the cafeteria in the Stevenson Union.

Amount of the discount offered for using reusable mugs :

25

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

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

Reusable To-Go Containers

Responsible Party

Jonathon Eldridge

Vice President for Student Affairs

Student Affairs

"---" 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.

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

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 :

41139.93 MMBtu

Building space, 2005 :

1253718 Gross Square Feet

Total building energy consumption, performance year :

36679.86 MMBtu

Building space, performance year :

1271753 Gross Square Feet

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

July 2010-June 2011

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.sou.edu/sustainable/librarysolararray.html>

"---" 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 :

189.84 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 :

38214.40 MMBtu

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

0 MMBtu

Total energy consumed during the performance year :

36890.54 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 will be 70,741 kilowatt-hours per year, and the STC rating is 55,825 watts.

SOU also has a 5kw 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 5 kw since installation.

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

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 Energy Fee, SOU purchases 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 purchased by B-E-F for SOU were from Green-e Energy certified wind energy facilities located in North America. The carbon offsets purchased were from Green-e Climate certified wind energy facilities located in North America.

A brief description of cogeneration technologies deployed :

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

<http://www.sou.edu/sustainable/arraynews32010.html>

Timers for Temperature Control

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

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

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 coordinator. 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 five buildings on the SOU 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>

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. Our electricians are currently looking to replace 90 CFL lights with 13-watt LED bulbs in the library. LED retrofit kits have been recommended for a remodel in the Stevenson Union.

The percentage of building space with LED lighting :

The percentage of parking deck space with LED lighting :

The percentage of outdoor space that uses LED lighting :

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

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

Vending Machine Sensors

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

"---" 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 :

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 we generate steam on site.

All energy (electricity and natural gas) usage is 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.

Credit
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

Integrated Pest Management

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

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 :

139 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 :

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.

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

<http://www.sou.edu/sustainable/>

Wildlife Habitat

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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

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 :

<http://www.thesfi.org/Page.asp?NavID=108>

Tree Campus USA

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 Meltoff Ice Melter manufactured by CP Industries. Their website states: "Less damaging to concrete and metal and safe, nontoxic to humans, animals and vegetation (when used as directed)".

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

Landscape Waste Composting

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

"---" 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 is composed of noxious weeds, which are bagged and disposed of as garbage.

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

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

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.

Credit
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

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. Dell currently has 198 products registered with EPEAT, all but 46 of them at silver or gold levels. Apple currently has 33 products registered, all at silver and gold levels.

Our "standard" models for PC desktop and notebook purchases are gold (Dell Optiplex 380, Dell Latitude 64xx). Likewise, our standard for Mac desktop and notebook purchases are gold (Macbook, Macbook Pro, iMac 21").

All models of Dell monitors purchased are silver or gold certified (non-certified models are not available from Dell).

Most computer purchasing is handled centrally, so the SOU IT Department can ensure that all machines are EPEAT certified prior to purchase.

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 :

647822.25 *US/Canadian \$*

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

6000 *US/Canadian \$*

Total expenditures on desktop and laptop computers and monitors :

653822.25 *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://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 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.

The Custodial Supervisor now purchases Green Seal-certified cleaning products.

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 :

1984.23 US/Canadian \$

STARS Reporting Tool | AASHE | Sierra Magazine

Total expenditures on cleaning products :

2950.07 *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.

---" 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.

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

Does the institution have and act 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? :

The website URL where the vendor code of conduct or equivalent policy is posted :

A copy of the vendor code of conduct or equivalent policy :

A brief description of programs and strategies institution has implemented to ensure the code is followed, including a brief description of instances when vendor code of conduct has changed purchasing behavior within the last five years, if applicable :

Historically Underutilized Businesses

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

"---" 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>

Local Businesses

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

Transportation

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

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

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

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 :

59

Student Commute Modal Split

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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 :

43.60

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 :

56.40

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 :

29.40

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

7.70

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

4.30

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

1.50

The website URL where information about alternative transportation is available :

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

Employee Commute Modal Split

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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.

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

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

44

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 :

56

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 :

29.40

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

7.60

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

4.70

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

1.50

The website URL where information about alternative transportation is available :

<http://www.sou.edu/su/crc/transportation.html>

Bicycle Sharing

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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

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.) :

In fall 2010, the Ecology Center of the Siskiyou (ECOS) purchased ten Kona Smoke bicycles for the first phase of the program. After a few very successful terms storing these bikes in the library, the bike program went on a small hiatus during the spring/summer of 2011 (due to fluctuations in student employees' availability).

After ECOS hired a full-time staff coordinator and two master bicycle mechanics (students), the program is up-and-running again as of winter 2012. The bikes are currently stored just outside the student union and checked-out at the union's information desk.

ECOS also purchased bicycle helmets, locks and lights, which may be checked out with the bicycles. The bicycle rental is free to SOU students, staff and faculty for up to 72 hours.

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

<http://soubike.org/>

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 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/president/pdf/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), (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. SOU is also working with the Rogue Valley Transportation District and the City of Ashland to study options for providing free bus passes to students.

The website URL where information about the program is available :

<http://www.sou.edu/su/crc/transportation.html>

Condensed Work Week

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 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.

The website URL where information about the program is available :

Telecommuting

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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

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 CarpoolMatchNW, a car pool and rideshare matching site serving Oregon and SW Washington.

The website URL where information about the program is available :

<http://www.sou.edu/su/crc/rideshare.html>

Cash-out of Parking

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?

:

No

A brief description of the program :

The website URL where information about the program is available :

Carpool Discount

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

"---" 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 \$82 for each pool. This compares to \$118 for an annual student/residence hall permit and \$125 for a annual faculty/staff permit.

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

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

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

A brief description of the incentives or programs :

The website URL where information about the incentives or programs is available :

Prohibiting Idling

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

Has the institution adopted a policy prohibiting idling? :

A brief description of the policy :

The website URL where information about the policy is available :

Car Sharing

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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

Does the institution participate in a car sharing program, such as ZipCar or HourCar? :

No

A brief description of the program :

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

Waste

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

Credit
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

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 :

0 Tons

Weight of materials disposed as garbage, 2005 baseline year :

469.78 Tons

Weight of materials recycled, performance year :

124.71 Tons

Weight of materials composted, performance year :

59.13 Tons

Weight of materials disposed as garbage, performance year :

329.09 Tons

List the start and end dates of the waste reduction performance year :

May 2011-April 2012

On-campus residents, 2005 :

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

1008

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

3678

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

1407

On-campus residents, performance year :

1137

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

3690

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

2444

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

July 2011-June 2012

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 :

183.83 Tons

Materials disposed in a solid waste landfill or incinerator :

329.09 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. Students on the Waste Subcommittee of the Sustainability Council were successful at obtaining funding to purchase new uniform recycling receptacles for all campus buildings and to develop an on-campus recycling sorting facility (to reduce the amount of contamination of recyclables). 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.

Construction and Demolition Waste Diversion

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

Criteria

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

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

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

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

2430.66 Tons

Amount of construction and demolition materials landfilled or incinerated :

131.67 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 :

On the Higher Education Center project, the joint owners, SOU and Rogue Community College, wanted to achieve the highest level of LEED certification possible. Early in the design process, SOU and RCC approved adding a LEED consultant, Brightworks, to the design team (SERA Architects with InSite Group). Brightworks provided input to the design process and provided training to the subcontractors on the documentation necessary for the LEED process. Adroit Construction, the Construction Manager/General Contractor for the project, had a member of its project management team become a LEED Accredited Professional to manage the LEED process for their company. Approximately 95% of the demolition and construction waste was diverted from landfills, and the Higher Education Center achieved LEED Platinum Certification.

Electronic Waste Recycling Program

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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 ECS Regenesys 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 Siskiyou (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 :

<http://www.ecsregenesys.com/corporations.html>

Hazardous Waste Management

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

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.

"---" 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 :

Products are recycled whenever possible to reduce disposal costs. When non-regulated materials no longer have a useful life, they are sent out for disposal and the disposal method is incineration.

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

Universal wastes (e-wastes) are sent to an approved recycling facility by the Oregon Department of Environmental Quality. 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

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

Limiting Printing

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

"---" 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>

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

"---" 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

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? :

A brief description of the program :

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 rolled out a pilot move-out waste reduction program when students move out of the residence halls at the end of the spring quarter (June 2011). This program, entitled the "Diversion Excursion" was successful and was fully staffed by volunteers.

In June 2012 SOU will be partnering with the Goodwill to divert move-out waste from the landfill through our event, Raider Reclamation. Several stations will be set up surrounding the residence halls for students to drop off their unwanted items during move-out. Volunteers will work at the stations to sort items into the appropriate bins. Materials that can be resold or recycled (textiles, electronics, books, etc.) will be donated to the Goodwill, helping to create opportunities for local people facing hardships to receive education, training, and career services. Other recyclables and garbage will be 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.

Credit
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

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 :

86516721.80 Gallons

Water consumption, performance year :

67896636.94 Gallons

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

May 2011-April 2012

On-campus residents, 2005 :

1008

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

3678

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

1407

On-campus residents, performance year :

1137

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

3690

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

2444

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

July 2011-June 2012

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.

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 :

The percentage of building space using water from recovered, reclaimed or untreated sources :

0

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/>

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

"---" 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

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

Planning, Administration & Engagement

Coordination 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.

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

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 mission of the Sustainability Council is to advise, encourage and coordinate the operations 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. Jonathon Eldridge, Vice President for Student Affairs
2. Roxane Beigel-Coryell, Sustainability & Recycling Coordinator
3. Brittany Depew, Environmental & Community Engagement Coordinator
4. Keith Beed, Utilities Supervisor
5. James Ellsworth, student (At-large)
6. Steve Schein, Business Department Faculty
7. Shaun Franks, ASSOU Director of Sustainability (ASSOU Representative)
8. Vincent Smith, Environmental Studies Department Faculty
9. Caitlin Mezger-Sieg, ECOS co-Director, student (At-large)
10. Winston Friedman, ECOS co-Director, student (At-large)

11. Leigh Naumann, student (At-large)
12. Dining Services Representative
13. Housing Representative (RHA Standing Committee Chair)
14. At-large
15. At-large

The website URL where information about the sustainability committee is available :

<http://www.sou.edu/sustainable/>

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

The sustainability office coordinates sustainability-related efforts on campus. The sustainability office compiles data and information for the University's annual Greenhouse Gas Inventory, sustainability assessments, and competitions. The sustainability office provides support for the subcommittees of the Sustainability Council. The sustainability office serves as a resource for student groups and individual students on campus.

The number of people employed in the sustainability office :

1

The website URL where information about the sustainability office is available :

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 :

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 :

2010

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 :

The website URL where information about the strategic plan is available :

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

Physical Campus Plan

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

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 :

2010

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.

13. By 2050, achieve climate neutrality.

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, project 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 :

2010

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. 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 :

average of 10%

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 :

The target year the institution specified in its GHG emissions commitment :

June 30, 2015

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.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Diversity and Equity Coordination

Responsible Party

Jonathon Eldridge

Vice President for Student Affairs
Student Affairs

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 :

Jonathan Eldridge, Vice President for Student Affairs, Co-Chair of the Oversight Committee

Kasey Mohammad, Professor of English, Co-chair of the Oversight Committee

Sue Walsh, Associate Provost, Institutional Viability & Vitality Subcommittee Chair

Matt Stillman, Registrar, Access & Success Subcommittee Chair

Roni Adams, Professor of Education, Education & Scholarship Subcommittee Chair

Carol Ferguson, Professor of Biology, Campus Climate & Intergroup Relations Subcommittee Chair

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? :

No

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. The Associate Director also supports the work of the Diversi

The number of people employed in the diversity office :

4

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 :

Available upon completion of current search process

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/>

Measuring Campus Diversity Culture

Responsible Party

Jonathon Eldridge

Vice President for Student Affairs
Student Affairs

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.

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

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 :

2011

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

Jonathon Eldridge

Vice President for Student Affairs
Student Affairs

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

"---" 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 :

N/A

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff :

N/A

The website URL where more information about the programs in each of the three categories is available :

<http://www.sou.edu/firstyear/>

Support Programs for Future Faculty

Responsible Party

Jonathon Eldridge

Vice President for Student Affairs
Student Affairs

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 thus far for the 2011-2012 academic year are from under-represented groups, with the possibility of more as additional searches conclude. Additionally, a targeted hire specifically designed for candidates of color in a range of academic disciplines has garnered nearly 200 applicants, from which an additional faculty member (new line) will be filled.

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

Affordability and Access Programs

Responsible Party

Jonathon Eldridge

Vice President for Student Affairs
Student Affairs

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.

"---" 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 being a successful university experience. Financial Aid staff visit area high schools and offer 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.

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.

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 :

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

Gender Neutral Housing

Responsible Party

Jonathon Eldridge

Vice President for Student Affairs
Student Affairs

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

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

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

Student Training Opportunities

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

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.

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Sustainable Compensation

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.

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

Employee Satisfaction Evaluation

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

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

Sustainability in New Employee Orientation

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Employee Sustainability Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

"---" 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 student, staff and faculty. By providing a high quality, accredited and innovative early childhood education and care facility for children six weeks-six 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

Laurence Blake

Director

Campus Planning & Sustainability

"---" 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

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
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?

:

Yes

The charter or mission statement of the CIR or other body, which reflects social and environmental concerns, or a brief description of how the CIR is tasked to address social and environmental concerns :

The 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.

Members of the CIR, including affiliations :

Blair Moody, Bureau of Land Management

Jeff Cutler, Cascade Investment Council, LLC

Sid DeBoer, Lithia Motors, Inc.

Greg Koenig, Koenig Investment Advisory, LLC

Recent examples (within the past 3 years) of CIR actions :

The website URL where information about the committee is available :

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

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

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

Sustainable Investment Policy

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 policy, practice or directive to consider the social and/or environmental impacts of investment decisions, in addition to financial considerations? :

A brief description of the sustainable investment policy :

The SOU Foundation invests in various managed funds, some of which may be allocated in support of the University's environmental directives. During Summer 2012, the Foundation will be going to RFP for investment consultant services. During the RFP process, the Investment Committee will be reviewing and updating Investment Policies to ensure they meet investment goals and align with SOU's social and environmental policies.

The website URL where information about the policy is available :

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.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Community Sustainability Partnerships

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

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 :

SOU is a member of the Southern Oregon Green Jobs Council, a consortium of business, governmental, labor, and community organization representatives which is exploring opportunities for green job development in Jackson and Josephine counties. The Council is currently developing a major grant proposal for a residential energy retrofit (weatherization) program for Southern Oregon.

The website URL where information about sustainability partnerships is available :

http://rvcog.org/cogboard/2010/May_26/GJC_Task_Force_Letter.pdf

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 :

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 became an AASHE member institution and renewed our STARS participation in March 2012. The current 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.

SOU's previous sustainability coordinator collaborated with the sustainability coordinators of the other OUS institutions and the sustainability officer in the OUS Chancellor's office in the compilation of the greenhouse gas inventories for the OUS institutions, climate action planning, the selection of a vendor for system-wide power-purchase agreement, and the development of a facility assessment by a [STARS Reporting Tool](#) | [AASHE](#) | [Sierra Magazine](#)

vendor in support of the Climate Action Plans of the OUS institutions.

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 :

<http://oregonstate.edu/sustainability/ous-sustainability-conference>

Sustainability in Continuing Education

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

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 :

1

Total number of continuing education courses offered :

440

Does the institution have a sustainability-related certificate program through its continuing education or extension department? :

Yes

A brief description of the certificate program :

Together with Earth Advantage and other local community businesses, Southern Oregon University is proud to help support the National Sustainable Building Advisor Program (NaSBAP). The Sustainable Building Advisor (SBA) certification course covers building site design, landscaping, energy systems, architecture, daylighting, solar, green materials, indoor environmental quality, water conservation, construction methods, LEED and other green building standards.

Year the certificate program was created :

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

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

<http://www.sou.edu/dce/professional/index.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.

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

The number of students engaged in community service :

5464

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

6742

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

<http://www.sou.edu/cbl/>

Community Service Hours

Responsible Party

Laurence Blake

Director

Campus Planning & Sustainability

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.

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

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

41000

Total number of students, which may exclude part-time, continuing education and/or non-credit students :

5649

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

<http://www.sou.edu/cbl/>

Sustainability Policy Advocacy

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

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

Laurence Blake

Director

Campus Planning & Sustainability

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

Does the institution host a farmers' market for the community? :

Yes

A brief description of the farmers' market :

The Rogue Valley Growers & Crafters Market holds its Ashland Market on Tuesdays from 8:30 AM to 1:30 PM from March 15 to November 22 at the Oregon National Guard Armory on the SOU campus. The Ashland Market offers locally grown produce, plants and flowers, along with specialty foods, cheese, meat, baked goods, wine, ice cream, and hand-made arts and crafts.

The website URL where information about the market is available :

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

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Responsible Party

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.
-

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

A brief description of the innovative policy, practice, program, or outcome :

The Ashland Apiary Project is a graduate thesis project to establish an on-campus apiary that will allow a wide audience of students at an elementary, secondary, and collegiate level to study the trade and principles of beekeeping. The Ashland Apiary Project will also conserve biodiversity by enhancing habitat connectivity for pollinators, promoting more ecologically sustainable practices on campus, and protecting critical habitat. Equally important, the Ashland Apiary Project will inspire and inform sustainable practices into the public conscience.

A letter of affirmation from an individual with relevant expertise :

[Apiary-LetterofSupport.pdf](#)

The website URL where information about the innovation is available :

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.
-

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

A brief description of the innovative policy, practice, program, or outcome :

The Ecology Center of the Siskiyou (ECOS) has been recycling empty print cartridges from campus departments for years. There is a drop-box next to the ECOS office where members of the campus community can bring empty ink and toner cartridges. In the past, the cartridges have either been shipped to out-of-town recycling companies, or driven 20 miles to a Staples in Medford.

This year, the new ECOS staff became frustrated with the waste involved in transporting empty cartridges. The group has connected with Rapid Refill, a locally-owned franchise that takes old cartridges and refills them. We are now piloting a program where Rapid Refill

comes to SOU and picks up all of our print cartridges, then refills them and sells them back to us at a discounted price. This represents a huge waste reduction for our campus, and we will close the loop on print cartridges. ECOS no longer ships or transports cartridges and the refurbished, refilled cartridges also represent a large cost savings for the university.

We believe this program to be innovative in that it integrates a triple bottom line approach to a notoriously wasteful aspect of the campus community, printing.

A letter of affirmation from an individual with relevant expertise :

[Rapid Refill Info.pdf](#)

The website URL where information about the innovation is available :

<http://souecologycenter.org/ink-cartridgebattery-recycling/ink-cartridge-recycling/>

Innovation 3

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 4

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.

Supplemental

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.

Credit
New Student Orientation
Food Education
Food and Beverage Purchases
Confinement-Free Food Purchases
Vegetarian-Fed Food Purchases
Hormone-Free Food Purchases
Seafood Purchases
Dishware
Energy Initiatives
Energy Use by Type
Procurement
Bike Sharing
Water Initiatives
Endowment
Sustainability Staffing

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

Criteria

Institution provides education about eco-positive food and gardening techniques.

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

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

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

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? :

No

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

Criteria

Institution reports its energy use by type.

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

Procurement

Criteria

Institution provides details about its procurement efforts.

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

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 :

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Water Initiatives

Responsible Party

Brittany Depew

Environmental & Community Engagement Coordinator
Student Life

Criteria

Institution provides details about its water initiatives.

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

Is there is 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 on 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? :

The percentage of urinals on campus that are waterless :

Endowment

Criteria

Institution provides details about its endowment.

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

Sustainability Staffing

Criteria

Institution reports the amount of weekly time worked by people employed in the sustainability office, if applicable (in full-time equivalent).

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