



Weber State 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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Table of Contents

Education & Research	3
Co-Curricular Education	3
Curriculum	23
Research	42
Operations	52
Buildings	52
Climate	58
Dining Services	65
Energy	77
Grounds	88
Purchasing	96
Transportation	105
Waste	123
Water	137
Planning, Administration & Engagement	148
Coordination and Planning	148
Diversity and Affordability	159
Human Resources	176
Investment	186
Public Engagement	194
Innovation	206
Innovation	206
Supplemental	211
Supplemental Data	211

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

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

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? :

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

The Energy & Sustainability Office at WSU are working closely with the new student orientation staff to incorporate sustainability into all of the orientation events this summer of 2012.

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

Sustainability Outreach and Publications

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
 - A sustainability newsletter
 - 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 :

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

- completed sustainability projects
- projects that are under construction
- access to the University's climate action plan, annual sustainability reports, GHG reports, etc.
- a community calendar listing all sustainability-related events from speakers to Environmental Club meetings
- resources for getting involved and reducing your impact

Additional information regarding green academic programs is available on WSU's Environmental Issues Committee website which is available at:

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

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts :

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

Does the institution have a sustainability newsletter? :

Yes

A brief description of the sustainability newsletter :

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

The website URL for the sustainability newsletter :

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

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

Yes

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

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

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

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

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

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

No

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

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

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 :

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

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

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

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? :

Yes

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

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

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

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

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)? :

Yes

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 :

This year, Weber State University's student newspaper, The Signpost, has made it a priority to cover environmental and sustainability issues. This Fall semester, articles have been written about WSU's solar PV and solar thermal installations, WSU's participation in the STARS program, and the Environmental Club's surge in members this academic year. All of these articles can be viewed at:

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

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

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

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

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

:

No

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) :

No

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) :

No

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) :

No

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) :

No

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) :

No

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) :

No

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) :

No

A brief description of this material :

The website URL for this material :

Student Group

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 :

Weber State University has the Environmental Club which focuses on educating the campus community about environmental issues and sustainable living.

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

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

The Environmental Club helps to coordinate WSU's Environmental Speaker Series, they organize Earth Day activities that include tree plantings and CFL light bulb exchanges, they educate the campus about recycling and they have hosted a state-wide recycling symposium. They are also politically involved; organizing letter-writing campaigns to get state and national lawmakers to enact legislation addressing climate change, clean energy, wildlife and habitat preservation, and smart growth planning initiatives.

The student USGBC Club was just created this year and so far has focused on creating study groups to study for the Leadership in Energy and Environmental Design (LEED) Green Associate exam.

The USGBC Club also ran the Campus Conservation Nationals competition in the Wildcat Village residence hall. Campus Conservation Nationals is a national competition whereby students compete against other residence halls to reduce their energy consumption by the greatest percentage over a three week period.

List other student groups that address sustainability :

The website URL where information about student group(s) is available :

<http://www.facebook.com/group.php?gid=125895141391&v=wall>

Organic Garden

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 :

A WSU student, Monica Romney, started an on-campus organic garden last summer. Because the garden was started a bit late in the season last year Monica did not obtain any student volunteers and did work the garden herself. The food was donated to the local food bank.

This year, Monica divided the garden into plots that were advertised to students on a first-come-first-serve basis. All of the plots for this planting season have been claimed and will be worked by students this year.

The website URL where information about the garden is available :

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

"---" 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? :

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. :

Responsible Party

Hal Crimmel

Professor and Environmental Issues Committee Chair

English Department

"---" 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? :

Yes

A brief description of the enterprise :

Summer 2011 an interdisciplinary team of faculty and students from WSU traveled to San Pedro La Laguna, Guatemala, to implement a project whose goal was the long term sustainability of both local plants used in Mayan healing practices and the indigenous knowledge system underlying those plants. Project goals impacted social equity for Mayan women and ecological and physical health of the community by establishing a viable economic resource to meet the needs of Mayan women who are simultaneously shut of economic enterprise and access to Western medicine. This was accomplished via documentation of facts about plant use and plant management through documentation of medicinal plants via interviews and collection of voucher specimens (to return to the lab) and by establishment of a botanical garden to showcase and cultivate medicinal plants on site at Maya Corazon School, a local school with has collaborated for years with a microcredit project started by a local professor. This approach results in a practical, applied goal which is twofold; 1) the preservation of indigenous plant knowledge for the Maya and scientific community and 2) the generation of a list of plant species that can be utilized by the Mayan community to construct a botanical garden designed to generate tourist monies for disenfranchised local women, to enable it to be a self-sustaining entity. Clearly this project links Mayan community health (both physical and economic) to the natural environment of which it is a part by connecting it to the vibrant modern world of global economy and research.

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

Sustainability Events

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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) :

For the past two years, Weber State University has hosted the Intermountain Recycling and Sustainability Summit. We just completed our third conference which will be held on March 7th and 8th of 2012. The conference website is located at:

www.intermountainsustainabilitysummit.com

Weber State University's Environmental Issues Committee also hosts an environmental speaker series each year. Information on the speaker series can be found at:

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

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

<https://sites.google.com/a/intermountainsustainabilitysummit.com/sustain/>

Outdoors Program

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 :

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

The website URL where information about the program is available :

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

Themed Semester or Year

"---" 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? :

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

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

The website URL where information about the theme is available :

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

Hal Crimmel

Professor and Environmental Issues Committee Chair

English Department

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? :

I. General Curriculum-Focused Sustainability Definition

At Weber State University the goal of sustainability education is for students to gain knowledge and understanding of the intricate linkages between human and natural systems including a recognition that healthy human societies (physically, socially, culturally, politically, and economically) are fundamentally dependent on healthy ecosystems and the sustainable use of natural resources, such that they are available indefinitely for future generations to meet their needs. Included in this goal is for students to learn how to achieve sustainability across these areas.

II. Specific Sustainability Curriculum Definitions

Sustainability-Focused Courses

“Sustainability-focused” courses concentrate on sustainability, including its social, economic and environmental dimensions, or examine an issue or topic using sustainability as a lens. The courses provide valuable grounding in the concepts and principles of sustainability.

Sustainability-Related Courses

“Sustainability-related” courses include sustainability as a course component or module, or concentrate on a specific sustainability principle or issue. The courses help build knowledge about a component of sustainability or introduce students to sustainability concepts during part of the course.

III. Sustainability-Focused or Sustainability Related?

Sustainability-Focused

To be sustainability focused the majority (50% or more) of the course content (e.g., readings, papers, tests, discussion or other assignments) must focus on at least one of the 13 sustainability criteria listed below.

Sustainability Related

To be sustainability-related at least 25% of the course content (e.g., readings, papers, tests, discussion or other assignments) must focus on at least one of the 13 sustainability criteria listed below.

IV. Sustainability Criteria*

- 1) Sustainability as a concept: the history, politics, culture and science of ideas of sustainability and sustainable development.
- 2) Natural limits: the relationship between human population and lifestyle in relation to the finite capacity of natural ecosystems (including the global ecosystem) to provide for human needs.
- 3) Maintaining ecosystems: Natural resource conservation science and practices to maintain the integrity of ecosystems in the face of rising human demands.
- 4) Business and economics: Re-shaping market conditions to address “market failures” with respect to the environment and to provide incentives for businesses and economic systems to better maintain the integrity of ecosystems.
- 5) Social capacity: The social factors that support behavioral shifts (including but not limited to economic choices) necessary to enable and encourage societies to live in ways compatible with maintaining the long-term integrity of ecosystems.
- 6) Social equity: The mutual interactions between social inequality and environmental degradation, including theories of social reforms required to ensure an environmentally healthy and socially just society.

- 7) Sustainability discourse: The framing and discussion of environmental sustainability in the media, politics, and everyday life.
- 8) Culture, religion, and ethics: How culture, religion, and ethics—from consumerism to environmental stewardship—shape human behavior toward the natural world.
- 9) Governance: How legal frameworks and policies shape human behavior toward the natural world.
- 10) Science and Technology: The role of basic science and technology (broadly and individual technologies) specifically in influencing human impacts on the natural world.
- 11) Planning and design: Concepts and techniques from urban, regional, and rural planning and/or building design and/or product design that can influence human impacts on the environment and environmental impacts on humans.
- 12) Sustainability science: The new field of sustainability science that specifically attempts to build interdisciplinary perspectives from the themes (and related academic disciplines) listed above to promote human-environmental balance.
- 13) Other emerging fields and topics relevant to sustainability.

*This list was adapted from the University of Oregon's STARS Curriculum Definitions.

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 :

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

Timeframe: 2009-2010, 2010-2011, Fall 2011

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

Yes

The website URL where the sustainability course inventory is posted :

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

Sustainability-Focused Courses

Responsible Party

Hal Crimmel

Professor and Environmental Issues Committee Chair

English Department

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 :

37

The total number of courses offered :

13509

Number of years covered by the data :

Two

A list of sustainability-focused courses offered :

Multiple Sections of the Following Courses Offered Over the Two Year Period:

BTNY 1403: Environment Appreciation
BTNY 2413: Introduction to Natural Resources Management
DGET 3000: Sustainability and the Built Environment
Econ 1100: Environmental Issues and Economic Policy
English 2010: Intermediate Writing (some sections are SF)
English 3520: Literature of the Natural World
GEO 1060: Environmental Geosciences
GEOG 4410: Land Use Planning: Techniques and Practices
GEOG 3060: World Environmental Issues
GEOG 4420: Advanced Planning Techniques
GEOG/DANC 4890: Cooperative Workshop
History 3270: American Environmental History
ZOOL 4480: Aquatic Ecology

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available :

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

A copy of the sustainability course inventory :

Sustainability-Related Courses

Responsible Party

Hal Crimmel

Professor and Environmental Issues Committee Chair

English Department

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 :

314

The total number of courses offered :

13509

Number of years covered by the data :

Two

A list of sustainability-related courses offered :

Multiple sections of the following courses offered over the course of the two-year period:

ANTH 3100: Prehistory of North America

ANTH 3300: Archaeological Field Techniques

ART 2015: Drawing on the Land

AUSV 1000: Introduction to Automotive Service; includes pollution prevention

BSAD 3330: Business Ethics & Environmental Responsibility

BTNY 1303: Plants in Human Affairs

BTNY 2104: Plant Form and Function

BTNY 2303: Ethnobotany

BTNY 2413: Introduction to Natural Resource Management

BTNY 3214: Soils

BTNY 3454: Plant Ecology

BTNY 3523: Marine Biology

BTNY: 3473: Plant Geography

BTNY 4113: Plant Evolution

CHEM 4550: Geochemistry
CMT 1210 Residential Methods and Materials of Construction
CMT 1310 Commercial Methods and Materials of Construction
CMT 3630: Environmental Issues in Facilities Management
CMT 3660. Energy Management
DGET 4800 BIM Management and Sustainability Analysis
English 2010: Intermediate Writing (Some sections are SR)
English 6030: Ecocriticism and Nature Writing
GEO 1065: Environmental Geosciences Lab
GEO 1130: Introduction to Meteorology
GEO 4150: Environmental Assessment
GEO 3010: Oceanography & Earth Systems
GEO 3080: Water Resources
GEO 3880: Groundwater
GEO 4150: Environmental Assessment
GEOG 1300: Places and Peoples of the World
GEOG 1400: The Science of Global Warming: Myths, Realities, and Solutions
GEOG PS 1000: Natural Environments of the Earth (Multiple sections each year)
GEOG 3050: Weather and Climate
GEOG 3070: Wetland Environments
GEOG 3080: Arid Lands
GEOG 3360: Economic Geography
GEOG 3740: Geography of Africa
HAS 4620: International Health and Health Care
HE 2400: Art of Emotional Wellness
HIS 4120: The American West Since 1900
HON 1500: Perspectives in the Physical Sciences
HON 1510: Perspectives in the Life Sciences
HON 1520: Perspectives in the Social Sciences
HON 1530: Perspectives in the Creative Arts
Honors 1540: Wilderness and American Literature
Honors 3900: Water, Resource, Issue, Metaphor
IDT 2010 Sustainability I: Textiles and Soft Materials
IDT 3030 Sustainability II: Materials, Hard Surfaces and Specifications
MACC 6580: Internal Auditing; includes environmental auditing
MICR 3403: Tropical Diseases
MICR 3484: Environmental Microbiology
MICR 3502: Environmental Health
MICR 3753: Geomicrobiology
MFET 3550: Manufacturing Supervision; includes environmental issues
PHYS 2090: Environmental Physics: Energy and Power
PHYS 2600: Laboratory Safety
POLS 4750: Public Policy Analysis
PSY 4050: Evolutionary Psychology
REC 3600: Outdoor Adventure Recreation
SOC 3300: Environmental Sociology
ZOOL 1020: Human Biology
ZOOL 3730: Population Biology

ZOOL 3500: Conservation Biology

ZOOL 4650: Ichthyology

ZOOL 4660: Herpetology

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted :

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

A copy of the sustainability course inventory :

Sustainability Courses by Department

Responsible Party

Hal Crimmel

Professor and Environmental Issues Committee Chair

English Department

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 :

25

The total number of departments that offer courses :

44

A list of departments that offer sustainability courses :

Accountancy

Anthropology

Automotive Technology

Botany

Business Administration

Computer Science

Chemistry

Construction Management Technology

Economics

Engineering Technology

English

Geography

Geosciences

Health Administrative Services

History

Honors

HPHP

Microbiology

Physics

Political Science

Psychology

Recreation

Sociology
Visual Arts
Zoology

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

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

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

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

Hal Crimmel

Professor and Environmental Issues Committee Chair

English Department

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) :

Environmental Studies

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

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

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

Applied Environmental Geoscience

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

<http://documents.weber.edu/catalog/current/~geoscab.htm>

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

Environmental Studies Emphasis in the Geography Department

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

<http://documents.weber.edu/catalog/current/~geogrb.htm>

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

Graduate Program in Sustainability

Responsible Party

Hal Crimmel

Professor and Environmental Issues Committee Chair

English Department

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? :

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

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

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

Hal Crimmel

Professor and Environmental Issues Committee Chair

English Department

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? :

Yes

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

English 3350/MENG 6610, “Creative Writing in the Desert”, Taught on location in Dinosaur National Monument by Dr. Hal Crimmel, May 2010. Based on Dr. Crimmel’s 2008 interdisciplinary book, *Dinosaur: Four Seasons on the Green and Yampa Rivers*, the week-long course takes place in the remote high deserts of eastern Utah and Western Colorado, where they develop their creative writing skills in the context of learning about the issues facing local ecosystems (e.g., oil and gas drilling, dams, invasive species) and how to maintain environmental integrity in the face of rising human demands. The course also focuses on how culture, religion, and ethics have shaped human behavior toward the natural world in this region of the country.

Psychology 4050, “Darwin and the Galapagos: Evolutionary Psychology” taught in the Galapagos Islands by Dr. Lauren Fowler, May 2012. The course takes place on location, and includes as a significant component the concept of natural limits, including the relationship between human population and lifestyle in relation to the finite capacity of natural ecosystems (including the global ecosystem) to provide for human needs.

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

Sustainability Literacy Assessment

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

Responsible Party

Hal Crimmel

Professor and Environmental Issues Committee Chair

English Department

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? :

Yes

A brief description of the program(s) :

In 2011-2012 the WSU Office of the Provost supplied an initial \$10,000 for curricular development in the area of sustainability. These funds will be used for a faculty retreat in order to launch a pilot ecopeer project, where faculty members with expertise in sustainability will guide faculty members wishing to incorporate sustainability into their curriculum.

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

Interested faculty will be permitted to attend an all expenses paid retreat at the Alta Lodge (a ski resort in Utah) to gain insight on how sustainability can be incorporated into their existing courses. The faculty retreat this year will take place on April 25-26, 2012.

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

Responsible Party

Hal Crimmel

Professor and Environmental Issues Committee Chair

English Department

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? :

Yes

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

Definition of sustainability research for WSU, approved by EIC November 14, 2011

Sustainability research addresses components of sustainability (e.g., social equity, ecological health, the use of scarce resources and a belief that economic development must consider all of these) or particular goals of sustainable living (e.g., waste reduction, renewable energy, clean resources, climate change adaptation, comprehensive land use planning, or generally, the design of efficient environmental policies or regulations) as it furthers human understanding of complex interconnections between society and nature. At its core, sustainability research recognizes that human/societal and economic health is inextricably linked to a healthy natural world and the sustainable use of resources; it strives toward solutions to these challenges.

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

No

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

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

No

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

Faculty Engaged in Sustainability Research

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 :

The total number of faculty members engaged in research :

Names and department affiliations of faculty engaged in sustainability research :

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 :

The website URL where information about sustainability research is available :

Departments Engaged in Sustainability Research

Responsible Party

Hal Crimmel

Professor and Environmental Issues Committee Chair
English Department

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 :

44

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

24

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

Accountancy
Anthropology
Automotive Technology
Botany
Business Administration
Computer Science
Chemistry
Construction Management Technology
Economics
Engineering Technology
English
Geography
Geosciences
Health Administrative Services
History
Honors
HPHP
Microbiology
Physics
Political Science

Psychology
Sociology
Visual Arts
Zoology

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

Hal Crimmel

Professor and Environmental Issues Committee Chair

English Department

Criteria

Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

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

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

Yes

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

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

We are currently being funded through the UT Division of Water Quality to monitor shorebird eggs for both selenium and mercury contamination in Gilbert Bay of Great Salt Lake. USGS funded us to address the same questions at Bear River Migratory Bird Refuge. Kennecott is funding us to study the potential environmental impacts to wetland bird populations if/when their tailings facility is expanded. CH2MHill, a consulting firm, hired us to examine bird use along the Kennecott tailings drain. The tailings drain has high concentrations of selenium and thus can potential impact shorebird reproduction if they are found nesting at the site. We were funded last year to examine how and where Snowy Plovers use the US Magnesium facility on the west side of the lake. That site is a candidate for listing as a Superfund site due to PCB and dioxin contamination. Finally, we are completing a multi-year study looking at the eutrophication of Farmington Bay. Sewage effluent and its high nutrient content has resulted in Farmington Bay being considered as an impaired water body by the US EPA. Consequently, we are conducting a multi-site study to compare the effects on the productivity, diets and condition of waterfowl, and shorebirds using this wetland. This study has been supported by a number of different entities including US EPA, UT Div of Water Quality but most recently by South Davis Sewer District.

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

Please see:

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

and

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

Finally, this past year the WSU Environmental Issues Committee created a Student Sustainability Research Award Program. This award will be awarded annually to the student who produces the best sustainability-related research project in the previous academic year.

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

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

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

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

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

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

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

Yes

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

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

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

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

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

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

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

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

Interdisciplinary Research in Tenure and Promotion

Responsible Party

Hal Crimmel

Professor and Environmental Issues Committee Chair

English Department

Criteria

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

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

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

Yes

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

At WSU, tenure and promotion criteria are decentralized by college; Deans from these colleges have indicated in emails to the WSU Provost that for tenure and promotion decisions, "positive recognition" is indeed given and "interdisciplinary research is encouraged."

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

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" :

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 :

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

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

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

Building space that is LEED for Existing Buildings: O&M Platinum certified :

The website URL where a copy of the institution's guidelines or policies for sustainable building operations and maintenance is available :

An electronic copy of the guidelines or policies :

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

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

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 :

Building Design and Construction

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the 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" :

228730 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 :

228730 Square Feet

New building space that is LEED Gold certified :

0 Square Feet

New building space that is LEED Platinum certified :

0 Square Feet

The website URL where a copy of the institution's guidelines or policies for green building is available :

An electronic copy of the guidelines or policies :

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

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

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.

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

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

Total occupied building space :

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

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

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

Part 1

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

Part 2

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

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

The website URL where the GHG emissions inventory is posted :

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

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? :

No

If yes, please specify :

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

27509 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 :

418

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

11840

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

7794

Scope 1 and 2 gross GHG emissions, performance year :

26405 *Metric Tons of CO2 Equivalent*

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

0 *Metric Tons of CO2 Equivalent*

Carbon offsets purchased, performance year :

1656 *Metric Tons of CO2 Equivalent*

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

July 1, 2009 - June 30, 2010

On-campus residents, performance year :

635

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

12248

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

12163

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

Fall 2009

Air Travel Emissions

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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

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

Yes

A brief description of the policies and/or programs :

This year, Weber State University implemented a travel carbon offset payment program in which each University Division pays an offset fee that is used to fund energy-efficiency and renewable energy projects on campus. In this first year of the program, a total of \$20,000 will be collected from all University Divisions. Each Division pays a portion of that \$20,000 which is based upon the Division's total travel expenses in relation to the total amount of travel expenses accrued by the University.

For example, in FY 2010, the University spent a total of \$3,398,867 on travel and Division A spent \$16,278 (or 0.48%) of that total. Therefore, Division A will pay \$96 of the total \$20,000 that will be collected that year.

WSU has committed to increasing this offset fee amount each year until it reaches a total of \$100,000 collected in FY 2016. Divisions are thus incentivized to reduce their travel in relation to their peer Divisions so that they are paying as little of the carbon offset fee as possible.

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

Local Offsets Program

"---" 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? :

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

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

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

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

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

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

20

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

WSU contracts with Sodexo which is a company committed to sustainability. About 17% of Sodexo's purchases are locally sourced. The other 3% fall under the USDA certified organic or Fair Trade category.

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

Trayless Dining

"---" 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?

:

A brief description of the trayless dining program :

List the year the program was started :

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 :

Vegan Dining

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 :

Weber State University does not have a traditional residential dining hall. However, on campus, vegan options are always available in the Wildcat Room and through Lotza Tacos.

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

Trans-Fats

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

---" 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 :

Weber State University does not use frying oil that includes trans-fats and has eliminated all foods that include trans-fats in its dining operations.

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

Guidelines for Franchisees

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

Has the institution adopted sustainability policies or guidelines for food service franchisees operating on campus? :

A brief description of the guidelines for franchisees :

The website URL where information about the guidelines is available :

Pre-Consumer Food Waste Composting

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

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

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

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

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

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 :

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

PostConsumer Food Waste Composting

"---" 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

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

Does the institution donate leftover or surplus food? :

A brief description of the food donation program :

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

Recycled Content Napkins

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

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

A brief description of the purchasing behavior :

The website URL where information about the purchasing is available :

Reusable Container Discounts

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 :

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

Amount of the discount offered for using reusable mugs :

0.58

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 :

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

Reusable To-Go Containers

"---" 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? :

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

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

320561 *MMBtu*

Building space, 2005 :

2383961 *Gross Square Feet*

Total building energy consumption, performance year :

310519 *MMBtu*

Building space, performance year :

2405678 *Gross Square Feet*

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

July 1, 2010 - June 30, 2011

Responsible Party

Jennifer Bodine

Sustainability Specialist

Facilities Management

Criteria

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

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

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

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

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

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

"---" 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 :

0 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 :

14741 MMBtu

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

0 MMBtu

Total energy consumed during the performance year :

310519 MMBtu

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

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 :

Weber State University purchased 43,236 "Blue Sky" blocks from Rocky Mountain Power during fiscal year 2011. Each block is equivalent to 100 kwh for a total of 4,323,600 kwh purchased.

A brief description of cogeneration technologies deployed :

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

Timers for Temperature Control

Responsible Party

Jacob Cain

Sustainability Manager

Facilities Management

"---" 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 :

Most campus buildings operate on building timers using the BAS (Building Automation System). The main campus uses Johnson Control's Metasys, and the Davis Campus uses Atkinson's Staeffa Talon.

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

Jacob Cain

Sustainability Manager

Facilities Management

"---" 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 :

Currently the Education Building, the Facilities Management Building, the Receiving & Distribution Building, the Allied Health Building, the Miller Administration Building, the Library, and the Swenson Gym employ the use of dual technology occupancy sensors.

The percentage of building space with lighting sensors :

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

Responsible Party

Jacob Cain

Sustainability Manager

Facilities Management

"---" 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 :

There are various applications of LED accent lighting across campus. The Bell-Tower also uses LED lighting for illumination.

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

Jacob Cain

Sustainability Manager

Facilities Management

"---" 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 :

Almost all vending machines on campus are on vending misers.

The percentage of vending machines with sensors :

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

Energy Management System

Responsible Party

Jacob Cain

Sustainability Manager

Facilities Management

"---" 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 :

The campus utilizes the JCI Metasys which works as an energy management system.

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

A description of what systems are shut down during unoccupied periods :

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

Energy Metering

Responsible Party

Jacob Cain

Sustainability Manager

Facilities Management

"---" 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 :

Most buildings have electric meter on them. The new LEED Silver buildings, Elizabeth Hall and Hurst Center, have all energy consumption metered.

The percentage of building space with energy metering :

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

505 Acres

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

505 Acres

A brief description of the IPM plan(s) :

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

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

1- Set Action Thresholds

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

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

2- Monitor for pests

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

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

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

3- Preventive cultural practices

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

4- Control.

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

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

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

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

Native Plants

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

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

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

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

Wildlife Habitat

"---" 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? :

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

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

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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

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

Yes

A brief description of the institution's Tree Campus USA program :

Weber State University established a Tree Advisory Committee in December of 2011 to initiate a Tree Campus USA program at WSU. The committee created a tree care plan for the University, determined dedicated annual expenditures for the program, and organized two service learning projects on campus this spring. This program was officially recognized by Tree Campus USA in the spring of 2012.

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

Snow and Ice Removal

"---" 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? :

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

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

Landscape Waste Composting

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"--- " 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 :

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

- 1- Cut the grass, trim the trees and grind the branches, or cut the fall cuttings.
- 2- Haul to composting area and dump it in the correct labeled pile
- 3- Take from the pile and layer into one 30 ft x 10 ft pile (add 4 parts "Brown" to 1 part "Green")
- 4- Water while building the pile to a consistency of a rung out sponge
- 5- Measure temperature every other day to see if pile is at 150 degrees
- 6- If at temperature, turn pile (put sides in the middle and put middle to the outside and water again to prior consistency)
- 7- Turn pile every two weeks until pile has quit reaching temperatures and decomposed (may take 4 months to break down completely)
- 8- Use decomposed material in flower beds and pots and in the turf

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

80

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

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? :

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

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

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

Expenditures on EPEAT Gold desktop and laptop computers and monitors :

Expenditures on EPEAT Silver desktop and laptop computers and monitors :

Total expenditures on desktop and laptop computers and monitors :

Cleaning Products Purchasing

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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? :

No

The website URL where the green cleaning product purchasing policy, directive, or guidelines are posted :

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

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

No

Expenditures on Green Seal and/or EcoLogo certified cleaning products :

Total expenditures on cleaning products :

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

Office Paper Purchasing

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? :

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

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

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

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

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

"---" 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? :

A brief description of how the institution meets the criteria :

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

Local Businesses

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

Does the institution give preference to local products and businesses in its purchasing decisions? Local food purchases, which are covered in OP Credit 6: Food Purchasing, are not included in this credit. :

A brief description of the program :

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

Transportation

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

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

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

0

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

11

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 :

147

Student Commute Modal Split

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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.

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

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

31

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 :

69

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 :

11

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

7

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

13

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

The website URL where information about alternative transportation is available :

Employee Commute Modal Split

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

23.50

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 :

76.50

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 :

3.50

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

10

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

10

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

The website URL where information about alternative transportation is available :

Bicycle Sharing

"---" 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? :

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

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

Facilities for Bicyclists

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 new Wildcat Village building which opened this fall has indoor bike storage, lockers, and shower facilities.

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

Bicycle and Pedestrian Plan

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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

Has the institution developed a bicycle plan? :

Yes

A brief description of the plan :

Weber State University's Bike Plan, which was updated this summer of 2011, depicts designated bike paths, dismount and walk zones, and shows where bike racks exist and where new ones will be installed this year. The plan is available at:

<http://www.weber.edu/sustainability/Transportation/BikePlan.pdf>

The website URL where information about the plan is available :

<http://www.weber.edu/WSUImages/sustainability/Transportation/BikePlan.pdf>

Mass Transit Programs

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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) :

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

The website URL where information about the program is available :

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

Condensed Work Week

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 :

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

The website URL where information about the program is available :

Telecommuting

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 :

WSU permits telecommuting via agreements between employee and employer.

The website URL where information about the program is available :

Carpool/Vanpool Matching

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

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

A brief description of the program :

The website URL where information about the program is available :

Cash-out of Parking

"---" 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)?

:

A brief description of the program :

The website URL where information about the program is available :

Carpool Discount

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

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

A brief description of the program :

The website URL where information about the program is available :

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

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

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

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

848 Tons

Weight of materials recycled, performance year :

123 Tons

Weight of materials composted, performance year :

163 Tons

Weight of materials disposed as garbage, performance year :

681 Tons

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

July 1, 2010 - June 30, 2011

On-campus residents, 2005 :

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

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

11840

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

7794

On-campus residents, performance year :

750

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

12866

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

12483

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

Fall 2010

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

No

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

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

Waste Diversion

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

This credit 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*.

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

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

286 Tons

Materials disposed in a solid waste landfill or incinerator :

681 Tons

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

Construction and Demolition Waste Diversion

Criteria

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

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

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

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

Amount of construction and demolition materials landfilled or incinerated :

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

Electronic Waste Recycling Program

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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? :

No

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

Weber State University sends all e-waste for recycling to a certified state contractor.

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

WSU's Property Control receives all e-waste and will first refurbish the material for reuse. If other University departments do not want the materials then they are put up for public sale. All items that cannot be reused are recycled through the state contractor.

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

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

Hazardous Waste Management

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

Weber State University is working to reduce and eliminate hazardous waste. For example, in the Facilities Management Department, all paints have been switched over to water-based paints rather than using paints with VOCs. In general, Facilities Management is working to purchase products with little or no VOCs if there is a good substitute for traditionally purchased products.

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

Weber State University has an Environmental Health and Safety Department that is responsible for keeping track of and properly disposing of all hazardous materials. With regard to chemical disposal, the Environmental Health and Safety Department uses the state contractor, Clean Harbors, to dispose of those materials. Bio-hazardous materials are disposed of through MDS (Medical Disposal Systems, Inc.)

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

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

Materials Exchange

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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

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

Yes

A brief description of the program :

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

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

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

The website URL where information about the program is available :

<http://departments.weber.edu/accounting/propertycontrol/>

Limiting Printing

Responsible Party

Jennifer Bodine

Sustainability Specialist

Facilities Management

"---" 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 :

There is no free printing at Weber State University. All students must pay a fee to print.

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

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 :

At Weber State University all course catalogs, course schedules, and directories are available online. Course schedules are never printed out and can only be accessed online. The class schedule can be viewed at:

https://selfservice.weber.edu/pls/proddad/bwckschd.p_disp_dyn_sched

. The course catalog can be viewed at:

<http://documents.weber.edu/catalog/>

. The directory is available by logging into your eWeber portal and accessing the white pages.

Printed copies of the course catalog are still available, but must be purchased. New students can request a hard-copy and receive one for free at new student orientation. However, the University has plans to phase-out hard-copies altogether over the next year.

Hard copies of the University directory are available to employees for free, but have to be requested. The norm is to look up staff online through the eWeber portal.

The website URL where information about the practice is available :

Chemical Reuse Inventory

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

Has the institution implemented a campus-wide inventory system to facilitate the reuse of laboratory chemicals? :

A brief description of the program :

The website URL where information about the practice is available :

Move-In Waste Reduction

"---" 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

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

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

A brief description of the program :

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

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.

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

Water consumption, 2005 baseline year :

41656400 Gallons

Water consumption, performance year :

46797202 Gallons

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

July 1, 2010 - June 30, 2011

On-campus residents, 2005 :

418

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

11840

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

7794

On-campus residents, performance year :

750

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

12866

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

12483

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

Fall 2010

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

No

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

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

Stormwater Management

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

Weber State University completed its Stormwater Management Plan in 2004. This Plan provides measurable goals and Best Management Practices (BMPs) for illicit discharge detection and elimination, construction site runoff control, and post construction stormwater management. The full plan can be viewed at the website below.

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

http://departments.weber.edu/facilities/docs/WSU_storm_water_management.pdf.pdf

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? :

No

A brief description of the institution's porous paving :

Does the institution have retention ponds? :

Yes

A brief description of the institution's retention ponds :

WSU is located on a hillside and all stormwater from the campus (and surrounding neighborhoods) is directed into the main campus pond/water feature. During the summer time, this stormwater is used to partially irrigate campus lawns.

Another major stormwater detention basin is located at the Dee Events Center. This water is not currently reused for irrigation purposes.

Does the institution have stone swales? :

A brief description of the institution's stone swales :

Does the institution have vegetated swales? :

A brief description of the institution's vegetated swales :

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

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

Does the institution use at least one waterless urinal? :

A brief description of the technology employed :

The website URL where information about the technology is available :

Building Water Metering

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 :

WSU has building-level water meters for 13 of its buildings. The rest of the campus buildings are on combined meters (2 buildings metered together) or the larger main campus meter. The plan is to have all buildings metered individually over the next few years.

The percentage of building space with water metering :

The website URL where information about the practice is available :

Non-Potable Water Usage

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 :

Over 95% of WSU facilities are watered using non-potable water. Our water for irrigation is obtained partially from the PineView Reservoir, partially from Weber Basin, and partially from stormwater that runs off into the main campus pond.

The small areas that are still watered using culinary water are being xeriscaped.

The percentage of irrigation water usage from recovered, reclaimed or untreated sources :

95

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 :

0

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

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 :

Most of WSU's landscaping is irrigated using non-potable water. However, those areas that are irrigated using culinary water have been and/or are being xeriscaped to reduce water consumption and water bills.

Many areas adjacent to parking lots have also been xeriscaped in several locations on campus.

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

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

Weather-Informed Irrigation

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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

Does the institution use weather data or weather sensors to automatically adjust irrigation practices? :

Yes

A brief description of how weather data or sensors are used :

Weber State University has a weather station that shuts off irrigation controllers when it has rained at least 0.15 inches in an hour that day or when the wind is blowing at 25 MPH or more for at least 10 minutes. WSU utilizes Rain Master's Evolution software and is currently in the process of converting the weather station over to ET mode so that we will only be irrigating to the exact level necessary.

The website URL where information about the practice is available :

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

Weber State University's Environmental Issues Committee has the following charges as specified by the faculty senate:

1. Help facilitate the modeling of best practices for economic and environmental sustainability at WSU.
2. Serve as a local and statewide source for scientifically-based information and for leadership on environmental issues affecting Utah and the Wasatch Front.
3. Help facilitate integration of environmental initiatives into academic affairs, student affairs, and facilities management.

Members of the committee, including affiliations :

- Hal Crimmel (Chair): English Department
- Rebekah Dickenson: Health Professions
- Eric Ewert: Geography
- Jeremy Farmer: College of Applied Science & Technology
- Therese Grijalva: Business & Economics
- Ed Hahn: Business & Economics
- Kevin Hansen: Facilities Management Director
- Meg Leatherbury: College of Applied Science & Technology

- Jon Marshall: Zoology
- Alice Mulder: Geography
- John Mull: Zoology
- William Pollett: English
- Richard Pontius: Education
- Penee Stewart: Education
- Kathryn Lindquist: Community member
- Jacob Cain: Energy & Sustainability Manager for WSU
- Jennifer Bodine: Sustainability Specialist for WSU
- Susie Hulet: Community member

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

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

Does the institution have a sustainability office? :

Yes

A brief description of the sustainability office :

Energy and Sustainability Office Vision:

To make Weber State University a leader and model by transforming the University into a carbon neutral and sustainable campus through the use of intelligent business practices. The Energy and Sustainability Office embraces the idea that business goals and environmental goals are not mutually exclusive and must in fact be pursued together to successfully generate a sustainable university.

The Energy and Sustainability Office shall work to help create an environmentally literate campus and community by educating students, faculty, staff and the regional general public on sustainable practices. A part of that education will comprise communicating regularly and transparently with the campus and the public about WSU's sustainability progress.

Energy and Sustainability Office Mission:

The Energy and Sustainability Office at Weber State University will work diligently to:

1. Educate ourselves, the campus, and the community on sustainable practices and lifestyles by:
 - a. Meeting often with other universities/colleges in the state of Utah (and the region) to share the latest ideas and knowledge
 - b. Staying abreast of new developments in the profession
 - c. Providing all campus and community members with opportunities to become more literate about their individual and collective environmental foot-print and provide them with strategies for mitigating those impacts
 - d. Supporting WSU's Environmental Issues Committee's work to incorporate sustainability into the curriculum and across all departments
 - e. Involving students in the evaluation, design and implementation of sustainability projects on campus so that they have the skills necessary to become future sustainability leaders in their respective professions
2. Plan, create and maintain a sustainable university by:
 - a. Constructing, operating and maintaining energy efficient facilities
 - b. Aggressively transitioning the campus to a carbon neutral future
 - c. Wisely utilizing our limited water resources and eliminating wasteful consumption

- d. Promoting waste minimization on campus by prioritizing reduced consumption and re-use of resources first, recycling second, and sending waste to the landfill as a last resort
 - e. Vigilantly striving to reduce or eliminate WSU's additional environmental impacts on biodiversity loss, deforestation, air pollution, chemicals/toxics/heavy metals, ozone layer depletion, and ocean pollution
 - f. Regularly monitoring and evaluating WSU's progress towards sustainability and updating our plans and strategies as new information is received
 - g. Encouraging the incorporation of sustainable concepts and ideals into all aspects of university administration and operations (from the strategic plan, to sporting events, to purchasing)
 - h. Working collaboratively with all of the relevant departments, offices, groups and organizations on campus to ensure that the above goals are accomplished in harmony with WSU's primary education vision and mission.
3. Communicate regularly and transparently with the campus and the surrounding community about WSU's progress towards becoming a sustainable campus

The number of people employed in the sustainability office :

8

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

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

Does the institution have a sustainability coordinator? :

Yes

Sustainability coordinator's name :

Jacob Cain

Sustainability coordinator's position title :

Energy & Sustainability Manager

A brief description of the sustainability coordinator's position :

35% Project Management – Design, bid, and build energy related construction projects on campus. Work with local architects and engineers to ensure successful analysis, design, construction, and maintenance of campus physical facilities. Provide energy and sustainability recommendations for all capital development and capital improvement projects on campus.

5% Grant Writing – Research potential funding options through federal, state, and local entities (EPA, energystar, DOE, State Energy Program, local donors and foundations, local utility companies, etc..) Work with WSU Office of Sponsored Projects for writing grants to sponsoring organizations.

20% Promote Environmental awareness on campus and in the community. Meet with faculty, staff, student, and local environmental organizations and provide insight on sustainability practices and report progress. Design and promote environmental awareness programs and behavior modification practices. Represent WSU at local environmental/energy meetings and conferences.

20% Energy Analysis

Perform building system analysis, perform comparative analysis using benchmarks and national standards for various building types to

identify opportunities for conservation, researches new technology for implementation, identifies areas for load shedding, establishes benchmarks for utility usage, verify manufacturer claims against operating conditions, reviews campus utility bills, analyzes and records impact of preventive maintenance on building operating efficiency, meters building energy performance, makes recommendations for energy projects, analyzes performance on campus central automation system to determine set points and operating schedules.

10% Report Writing and Budgeting

Develops campus sustainability report, reports progress on the University's Climate Action Plan, writes reports on building performance, tracks utility rates and makes recommendations for budget changes.

10% Work closely with FM shops and the Operations Director to ensure maintenance programs include the most current energy and environmental practices. Frequently assist Campus Planning and Construction Director with incorporating energy and environmental standards into current construction projects and into construction standards.

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

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

Strategic Plan

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 :

Does the institution's strategic plan or equivalent guiding document include the environmental dimensions of sustainability at a high level? :

A brief description of how the strategic plan or amendment addresses the environmental dimensions of sustainability :

Does the institution's strategic plan or equivalent guiding document include the social dimensions of sustainability at a high level? :

A brief description of how the strategic plan or amendment addresses the social dimensions of sustainability :

Does the institution's strategic plan or equivalent guiding document include the economic dimensions of sustainability at a high level? :

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 :

Physical Campus Plan

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? :

A brief description of how the physical campus plan or amendment includes sustainability :

The year the physical campus plan was developed or adopted :

The website URL where the physical campus plan is available :

Sustainability Plan

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? :

A brief description of how multiple stakeholder groups were involved in developing the plan :

A brief description of the plan's measurable goals :

A brief description of how progress in meeting the plan's goals is measured :

The website URL where more information about the sustainability plan is available :

The year the plan was developed or last updated :

Climate Action Plan

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

The long-term goal is to be carbon neutral by 2050.

A brief summary of the climate plan's short-term goals :

The first intermediate goal is to achieve a 40% reduction in carbon dioxide emissions from the baseline year of 2007 by 2012. Another 30% reduction will be obtained by the year 2022. An additional 20% reduction from the baseline year will be achieved by the year 2035, and the final 10% reduction to zero net emissions will be achieved by 2050.

Year the climate plan was formally adopted or approved :

2009

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 :

carbon neutral

The baseline year the institution used in its GHG emissions commitment :

July 1, 2006

The baseline emissions level institution used in its GHG emissions commitment :

64439

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

Dec. 31, 2012

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

<http://www.weber.edu/WSUImages/sustainability/PlansReports/WSU%20Climate%20Action%20Plan%20%20Oct.%202009.pdf>

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

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

WSU Diversity Committees

Creation of the diversity committed educational community is a campus-wide responsibility facilitated by the Assistant to the President for Diversity; a post created 1991 in response to institutional recognition that diversity is an important issue requiring explicit attention as part of WSU's growing opportunities and challenges. Diversity-related steering committees and administrative ad-hoc boards consisting of faculty, staff, and students, provide substantive insights, guidance, and perspective to a developing infrastructure that concerns itself with institutional issues of governance, program development, campus enrichment and student learning.

WSU Diversity Community Council

A Diversity Community Council serves in an advisory capacity to the Office of Assistant to the President for Diversity in order to ensure a necessary and vital link to our community constituents at large.

The Weber State University Diversity Initiative is an institution-wide effort to improve educational quality through creation of an inclusive environment where all are welcome and opportunities are available for students to reach their full potential and contribute to the achievement of the university mission.

The mission of the WSU Diversity Initiative is:

- To promote campus unity by emphasizing shared experiences and principles, respect for human qualities that differentiate all individuals, and achievement of institutional goals.
- To enhance the development of leadership capabilities within the student, faculty and staff populations.
- To facilitate development of curricula which merge varied perspectives.

- To support recruitment of students, faculty and staff reflective of America's broad spectrum of perspectives, cultures, heritages and backgrounds.
- To promote values and ideas of all perspectives, cultures, heritages and backgrounds within the campus community.
- To promote development of support programs for faculty, staff and students who are products of all perspectives, cultures, heritages and backgrounds.
- To encourage networking of interest groups for the benefit of all.

Members of the committee, including job titles and affiliations :

Community Representatives:

Charles Cummins: Father Charles T. Cummins was born April 22, 1937 in Englewood, New Jersey. Among his accomplishments are a BBA in Accounting, 4 years of service in the U.S. Marine Corps, and a BA in philosophy. He studied Theology at St. John's Seminary from 1964-1968 and was ordained a Roman Catholic Priest, April 27, 1968. He has been in Utah for over 28 years, including 13 years at St. Benedict's Hospital and 15 years at the Newman Center at the WSU campus where he currently serves.

MSgt Lori Grimes: Lori was born in Glendale, Ca. She has served in the United States Air Force for 23 years. For the last ten years she has been working in Military Equal Opportunity. Currently Lori is the Superintendent of the Military Equal Opportunity Office stationed at Hill Air Force Base. The mission of her office is to improve mission readiness and the quality of life for the 75th Air Base Wing and other tenant units by ensuring the Air Force Equal Opportunity and Treatment policies are fulfilled.

Pamela Candia Hernandez: Pamela has worked for more than 25 years in the areas of post-secondary education and on behalf of the migrant farmworkers of Utah. She currently serves as diversity/ADA manager of the Ogden-Weber Applied Technology College in Ogden.

Margret Jackson: Margret was born and raised in Jarreau, Louisiana. She worked 21 years with the Job Corps program in several positions. Currently, Margret works with the Juvenile Justice Services, and has so for the past 19 years. Her present position is that of a Case Manager. She also serves as the division's representative on the Utah State Youth Suicide Prevention Task Force.

Doretha Keeling: Doretha has resided in Utah for 22 years with her husband of 47 years. Since coming to Utah, Mrs. Keeling was instrumental in the implementation of the first Fair Housing Resolution in Ogden City and Weber County. She has retired as Head Start Director for the Ogden Weber Community Action Partnership which serves 703 Children and Families throughout Weber County. She was appointed by Governor Norman Bangeter to serve on the State of Utah Special Population Committee for three years and has served on the Weber State Diversity Council for three years. The Mayor of Ogden City has appointed her to serve on the Marshall White Advisory Board where she presently serves as Chairman.

Dr. Barbara Keller: Barbara Keller retired from Weber State where she was the Dean of Students from August 1999 until June 2002. She grew up in New Jersey. Her career in higher education, specifically in student affairs, spanned 40 years. She is a graduate of BYU and received her Masters from Syracuse University where she was a member of the Dean of Women's staff for four years. Her doctorate was earned at Bowling Green State University and for 33 years her work setting at BGSU was in the Division of Student Affairs. Since her retirement she has continued to be involved with the diversity initiative at WSU, serving as a member of the diversity conference planning committee and the community council. She was recently appointed to the Multicultural Advisory Council for Ogden City and was elected to the Senior Advisory Board for Riverdale City where she will be the secretary for the board.

Nadia Lashmanova, Weber County Library: Nadia Lashmanova is originally from Moscow and moved to Utah 10 years ago. She currently works for the Weber County Library. Her service in the community includes involvement in the Volunteer Legal Aid

Foundation assisting low-income families, and work as a translator at Shriners Hospital.

Richard Enriquez: Rick is the chief of the Military Equal Opportunity Office stationed at Hill Air Force Base. The mission of his office is to improve mission readiness and the quality of life for the 75th Air Base Wing and other tenant units by ensuring the Air Force Equal Opportunity and Treatment policies are fulfilled.

Sarah McClellan: Sarah serves as the ex-officio for the Northern Utah HIV/AIDS Project advisory board. She also trains HIV/AIDS instructors, facilitators, outreach workers, and coordinates and schedules presentations. Sarah furthermore conducts bi-weekly training and support groups for outreach workers. She also serves on the Governor's Black Advisory Council.

Shirley Miller: Shirley has a Masters in Counseling and is licensed in Utah as a Licensed Professional Counselor (LPC). She has worked for 17 years at Your Community Connection (YCC). She is vocal and advocates community causes on both city and state levels, and has served on various committees at WSU. She currently works in the family enrichment center at YCC.

Steven Page: Steven is the director of the Ogden Institute of Religion of the Church of Jesus Christ of Latter-day Saints. His facility is located immediately north of the WSU campus. Weekday religion classes are offered on a variety of subjects, focusing on world and Christian religions, bible study, dating and marriage, dance and choir, leadership, and many church-related subjects. All classes are free for young adults, and students from many states and countries attend these classes. Many students are either preparing for or returning from a mission in scores of countries throughout the world. As a result, these students have a deep appreciation for the customs and cultures of a diverse world population.

Cindy Quintana: Cindy is currently an HR Specialist with the USDA Forest Service, Intermountain Region, Regional Office located in Ogden, UT. She has over 8 years of Civil Rights experience with the Federal Government, specializing in diversity recruitment, student and youth multicultural programs and also served as Special Emphasis Program Manager for Hispanics, American Indians, Asian-Pacific Americans and People with Disabilities.

Gerod Butcher Sawyer: Gerod is director of the Marshall White Community Center where he administers the facility and disseminates information. His wife Betty is the director of NAACP in Ogden National Association for the Advancement Of Colored People. He and his wife are founders and coordinators of Project Success Inc. which is a mentoring, tutoring and after school program. Gerod and his wife have four children.

Celeste N. Tonga, Governor's Pacific Island Affairs: Celeste is a Maori and was born in Tauranga, New Zealand. She has been a full-time volunteer in Utah for 18 years, serving on many educational, multi-cultural and ethnic committees, including the Governor's Advisory Council for a period of 10 years. Currently, Celeste works part time as an international reservations agent for Continental Airlines.

WSU Representatives:

Dr. Forrest C. Crawford: Alumnus Forrest C. Crawford helped establish the Utah Coalition for the Advancement of Minorities in Higher Education. In 1992, he was appointed WSU's first Assistant to the President for Institutional Diversity. He co-founded and served five years as Governor Michael Leavitt's state-appointed chairman of the Martin Luther King Jr. Human Rights Commission.

Barry Gomberg, Director EEO/AA Office: Barry has been the Director of Affirmative Action and Equal Opportunity at Weber State since 1988. He earned his Bachelors and law degrees from Indiana University in 1978 and spent 5 years practicing law before working at WSU. He provides civil rights training for employees to promote diversity, inclusivity, and avoid discrimination. He has also taught law, ethics, and civil rights classes at Weber State and Indiana University.

Dr. Jeff Hurst: Jeff has lived in Ogden and worked for WSU for 11 years. He received a B.A. from the University of Wyoming and a Masters and Ph.D. from the University of Utah. Jeff is a licensed Psychologist, and has been the Director of Counseling and Psychological Services at WSU before recently becoming the Dean of Students at WSU.

Dr. F. Ann Millner: Dr. Millner is president of Weber State University, where she has worked as an educator and administrator since 1982. Most recently, she served as vice president of University Advancement, a position she assumed in 1993. In that role, she partnered with colleagues to conduct WSU's successful \$75 million capital campaign, while leading staff dedicated to continuing education, alumni relations, development and communications. She earned her doctorate at Brigham Young University in higher education leadership.

Diane Newham: Diane is appointed by the Ogden City Multicultural Advisory Committee (MAC) to serve on the Community Diversity Council. As a member of the MAC she has helped with workshops on Immigration and Predatory Lending. Diane is also an Assistant Professor at WSU in the Radiologic Sciences Department. Since 1990 she has worked with hospitals, religious organizations and educational institutions/organizations presenting workshops on cultural sensitivity and teaching tolerance. She has presented talks on Cultural Sensitivity, Cultural Sensitivity in Health Care and Spirituality and Healing in Medicine at the local, state and national levels. She has also specialized in multicultural programs for youth in South Dakota (Tiyospaye Network and SD Peace and Justice) and Illinois (St. Joseph's Justice and Peace Committee).

The website URL where information about the diversity and equity committee is available :

<http://www.weber.edu/DiversityOffice/committees.html>

Does the institution have a diversity and equity office? :

Yes

A brief description of the diversity office :

The Office of Assistant to the President for Diversity strives to cultivate partnerships using a collaborative model that serves to maximize fiscal resources and human talents.

The following is a list of activities the WSU Office of Diversity sponsors or co-sponsors to create partnerships on and off campus:

- Annual Diversity Conference
- Special Constituency Emphasis Weeks
- Amnesty International Human Rights Week
- Annual Gospelfest
- Annual Multicultural Youth Conference
- Biannual "Diversity Works" Newsletter
- WSU Teaching & Learning Forum Partnership
- WSU Holocaust Memorial Partnership
- Faculty and Staff Development
- Student Leadership
- Ogden City "Cinco de Mayo" Celebration
- Ogden City "Juneteenth" Celebration
- Community Outreach Programs & Partnerships
- Campus and Community Board, Committee and Advisory Council Representation

The number of people employed in the diversity office :

1.50

The website URL where information about the diversity and equity office is available :

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

Does the institution have a diversity and equity coordinator? :

Yes

Diversity coordinator's name :

Dr. Forrest C. Crawford

Diversity coordinator's position title :

Assistant to the President for Diversity

A brief description of the diversity coordinator's position :

The position was officially established in 1990. The Assistant to the President for Diversity serves on the President's Council and reports directly to the President. The position description since 1990 is...generating support and involvement for diversity and inclusivity,as well as organizing and staffing university administrative bodies responsible for advancing the diversity initiative.The representative(1)works with faculty,students and staff,(2)works with various various northern minority communities,(3)advocates for diversity initiative on and off campus,and (4)coordinates institutional studies of diversity issues

The website URL where information about the diversity and equity coordinator is available :

<http://www.weber.edu/DiversityOffice/assistant.html>

Measuring Campus Diversity Culture

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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.

"---" 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) :

The Diversity/Multiculturalism/Inclusivity Consortium Student Study is one of the content areas covered in the inaugural year of the NASPA Assessment and Knowledge Consortium. The student assessment covers the following topics: general perceptions of diversity (e.g., whether students feel that their campus is diverse and the factors that contribute to diversity), participation in diversity-related activities, students' comfort level with diverse populations, and measures of campus climate such as whether students have experienced or witnessed discrimination or harassment.

Year the assessment was last administered :

2009

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives :

As this survey was administered only once thus far, we have not been able to use the benchmark to compare against ourselves. The results of the survey were posted online, shared with administrators, staff, and other individuals who expressed interest in reviewing such data. After hearing the results of the survey, a group of sociology students wished to investigate a few of the data points further. They designed a shortened version of the instrument and adjusted the sample so that minority students were over sampled. Their results were compiled and presented as an undergraduate research project.

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

Support Programs for Underrepresented Groups

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

WSU has a Multicultural Student Center. The Multicultural Student Center is committed to planning, developing and implementing services, programs and interventions that foster the learning and personal development of the various students served. The Multicultural Student Center promotes a strong campus sense of common community and aids students in building essential skills for independent critical thinking and self-determination through in and out of classroom experiences. Furthermore, through collaborative efforts with university and community partners, the Multicultural Student Center provides educational efforts to promote multicultural sensitivity, awareness, competency, and understanding. More information can be found at:

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

WSU also has an International Student Center. The International Student and Scholar Center advises and assists international students with their personal, cultural, and academic adjustment to WSU. An orientation program is provided for all new international students each semester. Advisement is available to assist students concerning immigration related questions and concerns. Information can be found at:

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

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

The Office of Diversity mentors, provides guidance, and support for numerous faculty, staff, and students to factor diversity into their leadership and professional growth. Please see:

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

WSU also has an Office of Affirmative Action/Equal Opportunity. Please see:

<http://departments.weber.edu/aaeeo/Contact.htm>

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

The Office of Diversity mentors, provides guidance, and support for numerous faculty, staff, and students to factor diversity into their leadership and professional growth. Please see:

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

WSU also has an Office of Affirmative Action/Equal Opportunity. Please see:

<http://departments.weber.edu/aaeeo/Contact.htm>

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

Support Programs for Future Faculty

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
 - Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students 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 :

The Office of Diversity mentors, provides guidance, and support for numerous faculty, staff, and students to factor diversity into their leadership and professional growth. Please see:

<http://www.weber.edu/DiversityOffice/activities.html>

The Multicultural Center provides mentoring, support, scholarships, and financial aid. Please see:

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

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

Affordability and Access Programs

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

Currently, WSU has 4 TRIO Programs. Each program works at some level to help low-income students traverse the culture of higher ed. For example, Student Support Services is charged with providing financial literacy education to its low-income, first generation participants. Additionally, SSS awards funds each year to eligible freshman and sophomore SSS participants who meet certain criteria.

A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students? :

Student Support Services awards funds as described above.

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds :

The Student Support Services student advisory board has met with several deans this semester and is also asking department heads/professors if their students are first generation (a trait closely linked to low-income families) so that the program can begin explaining to the professors the unique needs of first-generation/low-income students.

A brief description of the institution's programs to prepare students from low-income backgrounds for higher education :

As described above, WSU has 4 TRIO programs that work at some level to help low-income students traverse the culture of higher ed.

A brief description of the institution's scholarships for low-income students :

Student Support Services awards funds as described above.

A brief description of the institution's programs to guide parents of low-income students through the higher education experience :

Summerbridge hosts Transition Night each spring which includes a parent session with a Q & A panel. The Talent Search program (ETS) is charged with educating parents about college in much the same way that their children are educated.

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds :

The Student 2 Student Program (

<http://www.weber.edu/Outreach/Student2Student/S2S.html>

) and the Admissions Office work together to recruit students from low-income backgrounds.

A brief description of the institution's other admissions policies and programs :

A brief description of the institution's other financial aid policies or programs :

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.weber.edu/outreach/eao/trio.html>

Gender Neutral Housing

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 :

In the new Wildcat Housing Building 1 that just opened this Fall there are 3 single units with private bathrooms that are available for transgender and transitioning students.

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

Employee Training Opportunities

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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

Does the institution make cultural competence trainings and activities available to all employees? :

Yes

A brief description of the cultural competence trainings and activities :

WSU's Center for Diversity and Unity has hosted several conferences and "Let's Talk" series addressing the cultural competencies for the WSU community.

The International Student Center also sponsors a weekly Coffee Hour open to international and domestic students, faculty, and staff. During the Coffee Hour sessions, international students share their culture with the rest of the student, faculty, and staff who participate in these events.

The website URL where information about the trainings and activities are available :

<http://www.weber.edu/DiversityOffice/conference.html>

Student Training Opportunities

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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

Does the institution make cultural competence trainings and activities available to all students? :

Yes

A brief description of the cultural competence trainings and activities :

The conferences that the Center for Diversity and Unity have sponsored over the past few years have been open to students, faculty, and staff.

The International Student Center also sponsors a weekly Coffee Hour open to international and domestic students, faculty, and staff. During the Coffee Hour sessions, international students share their culture with the rest of the student, faculty, and staff who participate in these events.

The website URL where information about the trainings and activities are available :

<http://www.weber.edu/DiversityOffice/conference.html>

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.

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

Total number of employees working on campus (including contractors) :

Number of employees (including contractors) that the institution ensures earn sustainable compensation :

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation :

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable :

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

Employee Satisfaction Evaluation

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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.

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

Does the institution evaluate employee satisfaction in a way that meets the criteria for this credit? :

Yes

A brief description of the institution's methodology for evaluating employee satisfaction :

Every couple of years, Weber State University conducts an employee satisfaction survey. Questions gauge the following and more:

- work stress levels
- satisfaction with compensation and benefits
- work environment (safe, comfortable, etc.)
- level of cooperation within and between departments
- equal treatment regardless of sex, age, ethnicity, etc.

WSU just completed its most recent employee survey. The Institutional Research Department is in the process of analyzing the data. Once complete, the data will be available for public viewing at the website below.

The year the employee satisfaction evaluation was last administered :

2011

The website URL where information about the institution's employee satisfaction evaluation process is available :

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

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

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

Does the institution make training and professional development opportunities in sustainability available to all staff? :

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

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

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.

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

Does the institution cover sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff? :

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

The website URL for the information about sustainability in new employee orientation :

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.

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

Total number of people employed by the institution :

Program name (1st program) :

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

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

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

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

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

Program name (2nd program) :

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

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

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

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

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

Program name(s) (all other programs) :

Number of employees served by the program(s) (all other programs) :

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

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

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

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

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 Melba S. Lehner Children's school, located in the McKay Education Building on the Ogden campus of Weber State University provides quality care and education for young children from the surrounding communities.

The school serves as a training lab for students majoring in Early Childhood, Early Childhood Education, and Elementary Education, as well as a teaching school for young children of pre-kindergarten age.

- Child care is available to students, faculty and staff for children age 2-5.
- Preschool is available for 3- and 4-year-olds.

Please see:

<http://www.weber.edu/coe/collegepages/childrenschool.html>

Childcare for nontraditional students is also provided by WSU: Please see:

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

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

<http://www.weber.edu/coe/collegepages/childrenschool.html>

Employee Wellness Program

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

"---" 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 :

WSU's wellness programs are designed to assist Weber State employees in reaching their goals to live happier, healthier lives. Some programs offer incentives as a way to motivate individuals to achieve a specific health-related target, while others are tools that can be used to adopt a new healthy lifestyle or offer fresh ideas to those whose already healthy lifestyles need a little "spicing up."

Wellness is not "one size fits all," but living well does require certain lifestyle choices. We hope that these programs will help you find wellness that fits you just right.

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

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

Socially Responsible Retirement Plan

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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

Does the institution offer a socially responsible investment option for retirement plans? :

Yes

A brief description of the socially responsible investment option for retirement plans :

Many WSU employees have their retirement through TIAA-CREF which does offer a socially responsible investment option.

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

<http://www.tiaa-cref.org/public/advice-planning/education/socially-responsible-investing/index.html>

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

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?

:

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

Members of the CIR, including affiliations :

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.

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

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability during the past three years? :

Has the institution submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years? :

Has the institution conducted a negative screening of its entire investment pool within the last three years? :

A brief description of how the institution (or its foundation) has engaged in shareholder advocacy that promotes sustainability during the previous 3 years. :

The website URL where information about the negative screen, divestment effort, and/or direct engagement with companies in which the institution holds investments is available :

Positive Sustainability Investments

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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.

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

Total value of the investment pool :

68000000 US/Canadian \$

Value of holdings in sustainable industries, such as renewable energy or sustainable forestry :

0 US/Canadian \$

Value of holdings in businesses selected for exemplary sustainability performances :

0 US/Canadian \$

Value of holdings in sustainability investment funds, such as a renewable energy investment fund :

5000000 US/Canadian \$

Value of holdings in community development financial institutions (CDFIs) :

0 US/Canadian \$

Value of holdings in socially responsible mutual funds with positive screens :

A brief description of the companies, funds, and/or institutions referenced above :

Weber State University is currently investing in its own energy-efficiency and renewable energy projects through a \$5 million revolving green loan from the endowment. As energy savings are realized, 25% of those savings go back into the utility budget and 75% of the savings go to replenish and grow the revolving fund. However, currently, the 75% in savings is currently being used to repay the endowment loan. The Energy & Sustainability Office is expecting that this loan will be paid off (with interest) in nine years.

The website URL where information about the institution's sustainability investment activities is available :

Student-Managed Sustainable Investment Fund

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

Does the institution have a student-managed sustainable investment fund through which students are able to develop socially and/or environmentally responsible investment skills and experience with governance? :

A brief description of the student-managed sustainable investment fund :

The website URL where information about the fund is available :

Sustainable Investment Policy

"---" 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 website URL where information about the policy is available :

Investment Disclosure

"---" 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? :

A brief description of the institution's investment disclosure practices :

The website URL where information about investment disclosure available :

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

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? :

A brief description of the institution's sustainability partnerships with the local community :

The website URL where information about sustainability partnerships is available :

Inter-Campus Collaboration on Sustainability

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

"---" 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 :

The sustainability coordinators, faculty, staff, and students of several Utah colleges/universities gather together 2-4 times annually to share information on a variety of sustainability-related topics. At our last meeting for example we discussed how to incorporate sustainability into the curriculum, how to finance and choose the best energy-efficiency projects, how to get the campus community more involved in sustainability initiatives, how to collect data for STARS, and how to get a student green or sustainability fee passed. Those institutions that are further ahead than the others on these issues share information with one another and then email relevant information to their peer institutions. For example, WSU is in the process of trying to get a sustainability fee passed. Both Utah State University and University of Utah passed such fees and shared with us their student survey and campaign materials. WSU has been a leader in energy project financing and has provided presentations to the other Utah colleges/universities regarding how we are funding and choosing our projects.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member :

In addition to the Utah college/university sustainability consortium that meets 2-4 times a year, WSU is a member of the State Energy Managers Consortium.

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

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

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

Sustainability in Continuing Education

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? :

Number of sustainability continuing education courses offered :

Total number of continuing education courses offered :

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

A brief description of the certificate program :

Year the certificate program was created :

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

Community Service Participation

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

7077

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

11565

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

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

Community Service Hours

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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 :

131229

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

11565

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

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

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.

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

Has the institution advocated for federal, state, and/or local public policies that support campus sustainability or that otherwise advance sustainability? :

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

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

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.

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

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

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

Has the institution expressed intention to participate in the Designated Suppliers Program? :

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

Graduation Pledge

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

Does the institution administer a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions? :

A brief description of the graduation pledge program :

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

Community Service on Transcripts

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

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

A brief description of the practice :

The website URL where information about the practice is available :

Farmers' Market

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

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

A brief description of the farmers' market :

The website URL where information about the market is available :

Innovation

Innovation

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

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, 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 2

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 3

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.

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

Does new student orientation include presentations, speakers, or skits that address sustainability and take place in large venues that most or all first-year students attend? :

Provide a brief description of the presentations, speakers or skits :

Does new student orientation incorporate sustainability information into presentations (e.g., made by Residential Advisors to individual dorm floors)? :

Provide a brief description of the presentations :

Does new student orientation actively engage students in activities that raise awareness about sustainability, highlight how sustainability plays out on campus, or allows students to take part in a productive green activity? :

Provide a brief description of the activities :

Does the institution make new student orientation more sustainable via efforts such as a zero-waste meal or carbon offsets? :

Provide a brief description of the efforts :

Does the institution incorporate sustainability into new student orientation in other ways? :

Provide a brief description :

Food Education

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

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

Are students educated in an academic class about how to make eco-positive food choices? :

Provide a brief description :

Are students educated in dining facilities about how to make eco-positive food choices? :

Yes

Provide a brief description :

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

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

Are students educated during orientation about how to make eco-positive food choices? :

Provide a brief description :

Are students educated in other venues about how to make eco-positive food choices? :

Provide a brief description :

Is there a program by which students are encouraged to and/or taught how to grow their own food? :

Yes

Provide a brief description of the program :

WSU has an organic student vegetable garden where students volunteer to run the garden and learn about organic gardening methods in the process.

Food and Beverage Purchases

Criteria

Institution provides details of its food and beverage purchases.

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

The percentage of food and beverage expenditures that were processed within 100 miles of the institution by a company that is not publicly traded :

The percentage of food and beverage expenditures that were grown within 100 miles of the institution :

List what tool your institution is using to track this information (e.g. Center for Environmental Farming Systems or CBORD) :

List items procured for dining services from on-campus organic garden(s) :

The percentage of total food and beverage expenditures spent by dining services to procure items from on-campus organic garden(s) :

List all Fair Trade certified items purchased :

Confinement-Free Food Purchases

Criteria

Institution provides details of its confinement-free animal product purchases.

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

Type of cage-free / free-range eggs purchased :

Percentage purchased :

Comments :

Type of confinement-free product purchased (1st product) :

Percentage purchased (1st product) :

Comments (1st product) :

Type of confinement-free product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of confinement-free product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of confinement-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Vegetarian-Fed Food Purchases

Criteria

Institution provides details of its vegetarian-fed animal product purchases.

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

Type of vegetarian-fed product purchased (1st product) :

Percentage purchased (1st product) :

Comments (1st product) :

Type of vegetarian-fed product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of vegetarian-fed product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of vegetarian-fed product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of vegetarian-fed product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

Hormone-Free Food Purchases

Criteria

Institution provides details of its hormone-free animal product purchases.

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

Type of hormone-free product purchased (1st product) :

Percentage purchased (1st product) :

Comments (1st product) :

Type of hormone-free product purchased (2nd product) :

Percentage purchased (2nd product) :

Comments (2nd product) :

Type of hormone-free product purchased (3rd product) :

Percentage purchased (3rd product) :

Comments (3rd product) :

Type of hormone-free product purchased (4th product) :

Percentage purchased (4th product) :

Comments (4th product) :

Type of hormone-free product purchased (5th product) :

Percentage purchased (5th product) :

Comments (5th product) :

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.

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

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (1st product) :

Percentage purchased (1st product) :

Standard used (1st product) :

Comments (1st product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (2nd product) :

Percentage purchased (2nd product) :

Standard used (2nd product) :

Comments (2nd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (3rd product) :

Percentage purchased (3rd product) :

Standard used (3rd product) :

Comments (3rd product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (4th product) :

Percentage purchased (4th product) :

Standard used (4th product) :

Comments (4th product) :

Type of seafood product purchased that meets Marine Stewardship Council Blue Ecolabel standards and/or Monterey Bay Aquarium Seafood Watch guidelines (5th product) :

Percentage purchased (5th product) :

Standard used (5th product) :

Comments (5th product) :

Dishware

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

Institution provides details of the dishware its provides at its dining services locations.

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

Does the institution offer reusable dishware at its dining services locations? :

Yes

Does the institution offer plastic dishware at its dining services locations? :

Yes

Does the institution offer polystyrene (Styrofoam) dishware at its dining services locations? :

Yes

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? :

Provide a brief description. :

Energy Initiatives

Responsible Party

Jacob Cain

Sustainability Manager

Facilities Management

Criteria

Institution provides details about its energy initiatives.

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

The percentage of total building space square footage that has undergone energy retrofits or renovations within the past three years :

15

The percentage of overall energy consumption reduced as a result of retrofits and renovations completed within the past three years :

7.80

The percentage of electricity consumption reduced as a result of retrofits and renovations completed within the past three years :

11

The percentage of thermal energy consumption reduced as a result of retrofits and renovations completed within the past three years :

6

The combined gross square footage of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

0

The names of all buildings that were constructed or underwent renovations in the past three years that are ENERGY STAR labeled :

The combined gross square footage of all buildings that are ENERGY STAR labeled :

0

The names of all buildings that are ENERGY STAR labeled :

Energy Use by Type

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

Institution reports its energy use by type.

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

The percentage of total electricity use from coal. :

51

The percentage of total electricity use from wind. :

20

The percentage of total electricity use from biomass. :

0

The percentage of total electricity use from natural gas. :

19

The percentage of total electricity use from solar PV. :

0

The percentage of total electricity use from geothermal. :

0

The percentage of total electricity use from nuclear. :

0

The percentage of total electricity use from hydro. :

10

The percentage of total electricity use from other. :

0

Provide a brief description. :

The percentage of total energy used for heating buildings from coal. :

0

The percentage of total energy used for heating buildings from biomass. :

0

The percentage of total energy used for heating buildings from electricity. :

0

The percentage of total energy used for heating buildings from natural gas. :

100

The percentage of total energy used for heating buildings from geothermal. :

0

The percentage of total energy used for heating buildings from fuel oil. :

0

The percentage of total energy used for heating buildings from other. :

0

Provide a brief description. :

If cogeneration, please explain. :

Procurement

Criteria

Institution provides details about its procurement efforts.

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

The percentage of institutionally purchased appliances that are ENERGY STAR rated (of eligible appliance categories) :

Does the institution have a policy to purchase ENERGY STAR appliances whenever possible? :

The percentage of expenditures on Forest Stewardship Council (FSC) certified office paper (US/Canadian dollars) :

Does the institution's vendor code or policy require vendors to use less packaging? :

Bike Sharing

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 :

Water Initiatives

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

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? :

No

Provide a brief description of any bottled water ban or restriction :

Does the institution meter any of its non-potable water usage? :

Yes

The percentage of urinals on campus that are waterless :

0

Endowment

Responsible Party

Jacob Cain

Sustainability Manager

Facilities Management

Criteria

Institution provides details about its endowment.

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

The institution's total endowment market value as of the close of the most recent fiscal year :

68000000 US/Canadian \$

Date as of :

June 30, 2011

Does the institution offer donors the option of directing gifts to an investment fund that considers environmental/sustainability factors? :

If yes, or if currently under consideration, provide a brief description :

Has the institution made investments in on-campus energy and/or water efficiency projects through the endowment (as an endowment investment and not a payout or using operating budget funds) :

Yes

Size of capital commitments made within past 3 years :

5000000 US/Canadian \$

Provide a brief description :

Please see <http://www.presidentsclimatecommitment.org/weber-sustainability/>

Does institution lack the ability to vote proxies on environmental and social resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

Does the institution lack the ability to vote proxies on corporate governance resolutions, as the entire equity holdings of the endowment are invested in mutual funds (e.g. CommonFund, Fidelity, Vanguard)? :

Do investment managers handle the details of proxy voting on environmental and social resolutions? :

Do investment managers handle the details of proxy voting on corporate governance resolutions? :

Are investment managers provided with general guidelines that determine proxy votes on environmental and social resolutions? :

Are investment managers provided with general guidelines that determine proxy votes on corporate governance resolutions? :

Are investment managers provided with specific guidelines that determine proxy votes on environmental and social resolutions? :

Are investment managers provided with specific guidelines that determine proxy votes on corporate governance resolutions? :

Does a single administrator determine proxy votes on environmental and social resolutions? :

Does a single administrator determines proxy votes on corporate governance resolutions? :

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on environmental and social resolutions? :

Does a committee of administrators and/or trustees deliberate and make decisions on proxy votes on corporate governance resolutions? :

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy

votes on environmental and social resolutions? :

Does a committee that includes student representatives deliberate and make recommendations or decisions on proxy votes on corporate governance resolutions? :

Is institution community feedback incorporated into proxy voting decisions on environmental and social resolutions through town hall meetings or a website? :

Is institution community feedback incorporated into proxy voting decisions on corporate governance resolutions through town hall meetings or a website? :

Sustainability Staffing

Responsible Party

Jennifer Bodine
Sustainability Specialist
Facilities Management

Criteria

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

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

The amount of weekly time worked by people employed in the sustainability office (in full-time equivalent) :

250

FTE staff on payroll :

4.25

FTE student intern/fellow :

2