



# University of Nebraska at Omaha

## *STARS REPORT*

**Date Submitted:** Feb. 13, 2017

**Rating:** Silver

**Score:** 58.49

**Online Report:** [University of Nebraska at Omaha](#)

**STARS Version:** 2.1

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- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
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# About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by [AASHE](#) with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

## About AASHE

STARS is a program of AASHE, the [Association for the Advancement of Sustainability in Higher Education](#). AASHE is a [member-driven organization](#) with a mission to empower higher education to lead the sustainability transformation. [Learn more about AASHE](#).

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# Summary of Results

**Score** 58.49

**Rating:** Silver

## Institutional Characteristics

b	Institutional Characteristics	0.00 / 0.00
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## Academics

b	Curriculum	30.02 / 40.00
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b	Research	16.40 / 18.00
---	----------	---------------

## Engagement

b	Campus Engagement	12.13 / 21.00
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b	Public Engagement	13.30 / 20.00
---	-------------------	---------------

## Operations

b	Air & Climate	4.44 / 11.00
---	---------------	--------------

b	Buildings	1.25 / 8.00
---	-----------	-------------

b	Energy	3.84 / 10.00
---	--------	--------------

In our previous report, we did not include any of our housing facilities. This report now includes all of housing as well as our new hockey arena.

b	Food & Dining	1.00 / 8.00
---	---------------	-------------

b	Grounds	2.06 / 4.00
---	---------	-------------

b	Purchasing	1.91 / 6.00
---	------------	-------------

b	Transportation	2.73 / 7.00
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b	Waste	4.02 / 10.00
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In our previous report, we did not include any of our housing facilities. This report now includes all of housing as well as our new hockey arena.

b	Water	1.00 / 7.00
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In our previous report, we did not include any of our housing facilities. This report now includes all of housing as well as our new hockey arena.

## Planning & Administration

b	Coordination & Planning	7.75 / 8.00
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b	Diversity & Affordability	7.22 / 10.00
b	Investment & Finance	0.00 / 7.00
b	Wellbeing & Work	2.00 / 7.00

#### **Innovation & Leadership**

b	Exemplary Practice	1.50 / 1.50
b	Innovation	2.00 / 2.00

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

# Institutional Characteristics

## Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution’s boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

Credit	Points
Institutional Boundary	0.00 / Total adjusted for non-applicable credits Close
Operational Characteristics	0.00 / Total adjusted for non-applicable credits Close
Academics and Demographics	0.00 / Total adjusted for non-applicable credits Close

# Institutional Boundary

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs
<a href="#">Close</a>	

## Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field, below.

"" indicates that no data was submitted for this field

### Institution type (Associate, Baccalaureate, Doctorate, or Master’s):

Doctorate

### Institutional control (Public, Private for-profit, or Private non-profit):

Public

### A brief description of the institution’s main campus and other aspects of the institutional boundary used to complete this report:

UNO is comprised of 3 campuses (Dodge Street - Main Campus, Scott Campus, and Center Street). Additionally, the Glacier Creek Preserve is a restored tall grass prairie just north of the Omaha Metropolitan area (it encompasses 243 acres of land).

### Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	No	No
Medical school	No	No



Other professional school with labs and clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	No	No
Satellite campus	Yes	Yes
Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	Yes	Yes
Hospital	No	No

**The rationale for excluding any features that are present from the institutional boundary:**

---

**Additional documentation to support the submission :**

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# Operational Characteristics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs
<a href="#">Close</a>	

## Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

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

### Endowment size:

60,820,264.06 US/Canadian \$

### Total campus area (i.e. the total amount of land within the institutional boundary):

683 Acres

### Locale:

Large city

### IECC climate zone:

5 - Cool

### Gross floor area of building space:

4,126,539 Gross Square Feet

### Floor area of laboratory space:

211,191 Square Feet

### Floor area of healthcare space:

0 Square Feet

### Floor area of other energy intensive space, e.g. data centers, food production space, convenience stores:

452,799 Square Feet

**Additional documentation to support the submission :**

---

**Data source(s) and notes about the submission:**

Baxter Arena, UNO's hockey arena, was completed in FY15-16

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	Sarah Burke Sustainability Coordinator Student Affairs
Close	

Criteria

This section includes variables that provide information about the institution’s academic programs, students, faculty and staff. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate “weighted campus user”, a measurement of an institution’s population that is adjusted to accommodate how intensively certain community members use the campus.

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

Number of academic divisions (e.g. colleges, schools):

6

Number of academic departments (or the equivalent):

40

Number of students enrolled for credit:

15,526

Total number of employees (staff + faculty):

2,317

Full-time equivalent student enrollment (undergraduate and graduate):

12,482

Full-time equivalent of employees (staff + faculty):

1,913

Full-time equivalent of students enrolled exclusively in distance education:

681.50

Number of students resident on-site:

1,977

**Number of employees resident on-site:**

3

**Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):**

0

**Weighted campus users, performance year:**

10,780.13

**Additional documentation to support the submission:**

---

# Academics

## Curriculum

**Points Claimed** 30.02

**Points Available** 40.00

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

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### From the institution:

Credit	Points
Academic Courses	10.29 / 14.00
Learning Outcomes	5.73 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Score	Responsible Party
10.29 / 14.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as “sustainability courses” and “courses that include sustainability” using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a “sustainability course” or a “course that includes sustainability” (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the *Continuing Education* credit in Public Engagement.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *F. Measurement*, *G. Standards and Terms*, and the Credit Example, below. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

## Part 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see *F. Measurement*.



Part 2

Institution offers sustainability course content as measured by the percentage of academic departments (or the equivalent) with sustainability course offerings.

"" indicates that no data was submitted for this field

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	2,390	663
Number of sustainability courses offered	68	28
Number of courses offered that include sustainability	179	78

Percentage of courses that are sustainability course offerings:

11.56

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

40

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

34

Percentage of academic departments with sustainability course offerings:

85

A copy of the institution’s inventory of its sustainability course offerings and descriptions:

[Academic Dashboard\\_2.xlsx](#)

Do the figures reported above cover one, two, or three academic years?:

One

A brief description of the methodology used to determine the total number of courses offered and to identify

**sustainability course offerings, including the definitions used and the process for reviewing and/or validating the course inventory :**

The Sustainability Coordinator developed a list of search terms and phrases affiliated with sustainability. A student worker searched the online course catalog for those terms in the course titles and descriptions. Once the list was created, the Sustainability Coordinator determined if those courses were sustainability courses or courses that contained sustainability. Finally, each college was asked to verify the course listing and provide additional courses that may have been omitted due to the limitation of only being able to search course titles and descriptions. For a full explanation of the methodology and the terms used, please contact UNO's Sustainability Coordinator.

**How were courses with multiple offerings or sections counted for the figures reported above?:**

Other (please describe below)

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

Sustainability courses with multiple offerings were counted as 1 course per each offering. For example, if the same course was offered as BIOL 4820, BIOL 8826, and ENVN 4820; it was counted as 3 courses.

A sustainability course with multiple sections was counted as 1 course, despite the number of sections offered.

**Are the following course types included in the inventory? :**

	Yes (included) or No (not included)
Internships	Yes
Practicums	Yes
Independent study	Yes
Special topics	Yes
Thesis / dissertation	Yes
Clinical	No
Physical education	Yes
Performance arts	Yes

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

<http://www.unomaha.edu/sustainability/center-for-urban-sustainability/academics.php>

[stars.aashe.org](http://stars.aashe.org)

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The academic courses being counted for this submission are from the academic year 2015-2016

# Learning Outcomes

Score	Responsible Party
5.73 / 8.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

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

- Institution level (e.g., covering all students)
- Division level (e.g., covering one or more schools or colleges within the institution)
- Program level (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

This credit includes graduate as well as undergraduate programs. For this credit, “degree programs” include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the: *Continuing Education* credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of “sustainability learning outcomes” included in *G. Standards and Terms*. While they do not necessarily have to use the term “sustainability”, learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program’s graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the *Undergraduate Program* and *Graduate Program* credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the *Academic Courses* credit).

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

<b>Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):</b>
3,311
<b>Number of students that graduate from programs that have adopted at least one sustainability learning outcome:</b>
2,371

**Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome:**

71.61

**Do the figures reported above cover one, two, or three academic years?:**

One

**Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?:**

Yes

**Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?:**

No

**A list or brief description of the institution level or division level sustainability learning outcomes:**

UNO's General Education curriculum strives to help students develop skills needed to navigate the demands of the 21st century environment successfully and responsibly. While taken separately, none of these learning outcomes would be considered a sustainability learning outcome, but taken as a whole...they encompass sustainability. There are a number of learning outcomes that UNO's General Education curriculum strives to achieve, those that equate to a sustainability learning outcome, included but is not limited to:

- the ability to think clearly about complex problems
- an understanding of the global context in which work is done
- a strong sense of ethics and equality
- demonstrate a broad understanding of the interrelationships among science and technology disciplines
- demonstrate a broad understanding of various natural and/or physical phenomena that surround and influence our lives
- recognize and articulate differences, expectations, and/or challenges experienced by one or more underrepresented groups
- demonstrate specific knowledge of cultural, historical, social, economic, and/or political factors that shape aspects of one or more diverse groups
- recognize the cultural, historical, social, economic, and/or political circumstances that produce different social and cultural systems
- explain the interrelations among global economic, political, environmental, and/or social systems

<http://www.unomaha.edu/general-education/overview/student-learning-outcomes.php>

**Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?:**

Yes

**A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):**

An example of one of the learning outcomes at the program level:

[stars.aashe.org](http://stars.aashe.org)

Sustainability Minor: Students who complete this minor will be able to

- 1) understand sustainability, its various sub-disciplines, major themes, and analytical techniques as it relates to virtually any career field;
- 2) recognize the political, economic, and cultural forces acting upon the global ecosystem;
- 3) appreciate the significant value of the global ecosystem services provided by a healthy environment; and
- 4) identify ways to advance equity, improve quality of life, and lower our personal and collective environmental footprint, on campus and in the community.

**Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:**

No

**A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:**

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

<http://www.unomaha.edu/sustainability/center-for-urban-sustainability/academics.php>

**Additional documentation to support the submission:**

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# Undergraduate Program

Score	Responsible Party
3.00 / 3.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

Institution offers at least one:

- [Sustainability-focused program](#) (major, degree program, or equivalent) for [undergraduate students](#)  
  
And/or
- Undergraduate-level sustainability-focused minor or concentration (e.g. a concentration on sustainable business within a business major).

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

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

**Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:**

Yes

**Name of the sustainability-focused undergraduate degree program:**

Environmental Studies

**A brief description of the undergraduate degree program:**

The field of Environmental Studies recognizes that finding solutions to the environmental challenges facing our society requires individuals with experience and training in a broad array of disciplines. Success in the field requires not only a scientific background to develop technical solutions but also an understanding of the social and economic implications of solutions and decisions. The Environmental Studies program at UNO offers interdisciplinary undergraduate degrees that provide students with training in the breadth of disciplines required to understand the complex nature of solving environmental challenges. From the core requirements students acquire the scientific expertise as well as the necessary background in economics, public policy and law, sociology, and ethics to effectively pursue a career relating to the environment.

The Environmental Studies program is committed to preparing students to help meet the environmental challenges facing us locally, nationally, and globally. A degree in Environmental Studies provides the background, training, and experience to pursue many career paths. Our graduates have successful careers with private environmental consulting firms, in environmental education, and with local, state, and federal environment and resource agencies. Many of our graduates continue their education by pursuing graduate degrees in science, public administration, and law.

**The website URL for the undergraduate degree program:**

<http://www.unomaha.edu/college-of-arts-and-sciences/environmental-studies/index.php>

**Name of the sustainability-focused, undergraduate degree program (2nd program):**

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

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

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**Name of the sustainability-focused, undergraduate degree program (3rd program):**

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

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

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

---

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

Yes

**Name of the sustainability-focused undergraduate minor, concentration or certificate:**

Sustainability Minor

**A brief description of the undergraduate minor, concentration or certificate:**



A Minor in Sustainability is intended to provide students with the background needed to incorporate sustainability principles into their major field of study. Sustainability is about the interconnectedness of every system on the planet, and preserving the ability of the earth to support both our generation and future generations.

**The website URL for the undergraduate minor, concentration or certificate:**

<http://unomaha.smartcatalogiq.com/en/2015-2016/Undergraduate-Catalog/Undergraduate-Degree-Programs-and-Certificates/Arts-and-Sciences/Environmental-Studies/Sustainability-Minor>

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

Bachelor's in General Studies - Sustainability Concentration

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

An area of concentration in Sustainability can prepare students with skills that apply to virtually any field and profession that share the common goal of promoting healthy organizations and communities, as well as a healthy planet.

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

<http://unomaha.edu/college-of-public-affairs-and-community-service/division-of-continuing-studies/academics/areas-of-concentration/sustainability.php>

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

Bachelor's in General Studies - Environmental Studies Concentration

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

An area of concentration in Environmental Studies is concerned with chemical pollutants, environmental geology, local and regional planning, environmental biology, and monitoring of the environment with regard to conservation and safety issues.

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

<http://www.unomaha.edu/college-of-public-affairs-and-community-service/division-of-continuing-studies/academics/areas-of-concentration/environmental-studies.php>

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

<http://www.unomaha.edu/sustainability/center-for-urban-sustainability/academics.php>

**Additional documentation to support the submission:**

[stars.aashe.org](http://stars.aashe.org)

---

Score	Responsible Party
3.00 / 3.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students  
  
And/or
- Graduate-level sustainability-focused minor, concentration or certificate (e.g. a concentration on sustainable business within an MBA program).

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

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

**Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:**

Yes

**Name of the sustainability-focused graduate-level degree program:**

Master of Science - Urban Studies

**A brief description of the graduate-level degree program:**

This program prepares students to lead and engage communities and institutions in processes to improve the quality of life through an appreciation of the interactive effects among human, built, and natural systems in urban areas.

**The website URL for the graduate-level degree program:**

<http://www.unomaha.edu/college-of-public-affairs-and-community-service/public-administration/academics/msus-curriculum.php>

**Name of the sustainability-focused, graduate-level degree program (2nd program):**

---

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

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

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**Name of the sustainability-focused, graduate-level degree program (3rd program):**

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

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

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**The name and website URLs of all other sustainability-focused graduate-level degree programs:**

---

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

Yes

**Name of the graduate-level sustainability-focused minor, concentration or certificate:**

MBA - Sustainability Concentration

**A brief description of the graduate minor, concentration or certificate:**

The concentration in Sustainability expands the student's perspective to include an understanding of the environmental and social aspects of business. Students gain the multidisciplinary knowledge and critical skills needed to effectively manage these factors and to grow the organization in a manner that is socially responsible.

**The website URL for the graduate minor, concentration or certificate:**

<http://www.unomaha.edu/college-of-business-administration/mba/program/sustainability.php>

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

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

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

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

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

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

---

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

---

**Additional documentation to support the submission:**

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# Immersive Experience

Score	Responsible Party
2.00 / 2.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

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

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

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

And/or

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

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

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

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

**Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:**

Yes

**A brief description of the sustainability-focused immersive program(s) offered by the institution, including how each program addresses the social, economic, and environmental dimensions of sustainability:**

UNO Faculty-Led Education Abroad Program - Biodiversity  
- Experience driven program (classroom work followed by field experience) that focuses on the natural history of plants and animals, the importance of biodiversity, and the examination of successful conservation efforts.

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

<http://www.unomaha.edu/college-of-arts-and-sciences/news/2016/09/biodiversity-costa-rica.php>

**Additional documentation to support the submission:**

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[stars.aashe.org](http://stars.aashe.org)



# Sustainability Literacy Assessment

Score	Responsible Party
0.00 / 4.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

- Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.
- Assessments that primarily address sustainability culture (i.e. values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.
- Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.
- An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on student knowledge of sustainability topics and challenges.

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

### Data source(s) and notes about the submission:

The University currently does not administer a sustainability literacy assessment to the students. We do have an annual sustainability survey that is released to gather basic information in regards to sustainability engagement occurring on campus.



# Incentives for Developing Courses

Score	Responsible Party
2.00 / 2.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

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

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

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

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

**Does the institution have an ongoing 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?:**

Yes

**A brief description of the program(s), including positive outcomes during the previous three years (e.g. descriptions of new courses or course content resulting from the program):**

Environmental Sustainability Practicum Community of Practice  
- Faculty members meet monthly with the task of developing new course work (most recently SUST 1000 and advancing the Sustainability Minor on campus)  
  
The Center for Faculty Excellence provides curriculum development grants as well as travel and speaker grants, all with the potential of going to sustainability-related areas.

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

Faculty members of the Environmental Sustainability Practicum Community of Practice receive a stipend for participation.  
  
Information about the curriculum development grants can be found here:

<http://www.unomaha.edu/faculty-support/teaching-excellence/ucat-folder/curriculum.php>

Information about the travel and speaker grants can be found here:

<http://www.unomaha.edu/faculty-support/teaching-excellence/index.php>

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

<http://www.unomaha.edu/faculty-support/campus-connections/cop.php>

**Additional documentation to support the submission:**

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# Campus as a Living Laboratory

Score	Responsible Party
4.00 / 4.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning (see the Credit Example in the *STARS Technical Manual*). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit, credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

Projects that utilize the local community as a living laboratory to advance sustainability may be included under “Public Engagement”. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

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

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:**

Analysis of UNO Sustainable Transportation

- This research project examines the costs, benefits, and challenges of enabling and supporting sustainable modes of transportation—Public Transit, Biking, Walking, Carpool/Share— compared to the current focus on parking for Single-Occupancy Vehicles (SOV). The comparative costs and benefits were examined in several key areas: Direct fiscal costs and benefits for individuals and for university capital, operation, and maintenance; and indirect costs and benefits for Health, the Environment, and Community.

[http://www.unomaha.edu/sustainability/center-for-urban-sustainability/\\_docs/UNO-transportation-study.pdf](http://www.unomaha.edu/sustainability/center-for-urban-sustainability/_docs/UNO-transportation-study.pdf)

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:**

Mammel Hall, the LEED Gold Certified home of the College of Business, was the focus of a post occupancy evaluation (POE) completed in 2015. The research was conducted by faculty in architecture and business administration and sought to understand if an individual's attitude towards sustainability influenced his/his satisfaction with a building's design and if the satisfaction with the building influenced organizational commitment.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:**

Mammel Hall, the LEED Gold Certified home of the College of Business, was the focus of a post occupancy evaluation (POE) completed in 2015. The research was conducted by faculty in architecture and business administration and sought to understand if an individual's attitude towards sustainability influenced his/his satisfaction with a building's design and if the satisfaction with the building influenced organizational commitment.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Food & Dining?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:**

As part of a two semester project (and still ongoing), sustainability capstone students worked on designing a campus community garden. The first semester was spent identifying the location and conducting test to verify viability of the location for the garden (infiltration rates, etc).

The second semester involved a landscape design class (and was part of a service-learning program) that worked on designing the garden, including what plants to grow and the purpose of the garden (production, education, both).

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:**

The campus bioretention garden is a living laboratory utilized by horticulture students. Students observe the way plants adapt and move throughout the garden.

The UNO Welcome Center bioretention gardens recently had a number of pieces of monitoring equipment installed to assess how the gardens are performing. Installed equipment includes soil moisture sensors, temperature sensors, data loggers, and cameras. The soil moisture and temperature sensors have been installed in groups of three in two locations in both of the bioretention gardens. The depths of the sensors are at 6 inches, 18 inches, and 30 inches. These sensors will provide a better understanding how moisture moves through the soil throughout a given year and over the long term, how it changes from year-to-year. Soil temperature can play a significant role in bioretention plant and soil health as well as infiltration; this equipment will help expand the limited research that has focused on garden soil temperatures. The two live web cameras will provide excellent insights into how the gardens perform during a given rain event and also provide a visual assessment of how the plants perform within the gardens. Time-lapse video will show how the garden grows and changes throughout the year, providing an excellent way to assess plant performance as well as illustrate the seasonal beauty and diversity of native and adapted garden plants throughout the year. The data collected by the sensors and web cameras will be displayed online as well as in real-time on a kiosk to be installed in the Durham Science Building. It will also be utilized by multiple classes at UNO to teach about green infrastructure and stormwater management in general.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:**

<http://www.youblisher.com/p/1327394-EPP-Study-Summary-UNO/>

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:**

Analysis of UNO Sustainable Transportation

- This research project examines the costs, benefits, and challenges of enabling and supporting sustainable modes of transportation—Public Transit, Biking, Walking, Carpool/Share— compared to the current focus on parking for Single-Occupancy Vehicles (SOV). The comparative costs and benefits were examined in several key areas: Direct fiscal costs and benefits for individuals and for university capital, operation, and maintenance; and indirect costs and benefits for Health, the Environment, and Community.

[http://www.unomaha.edu/sustainability/center-for-urban-sustainability/\\_docs/UNO-transportation-study.pdf](http://www.unomaha.edu/sustainability/center-for-urban-sustainability/_docs/UNO-transportation-study.pdf)

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:**

A student in the "Principles of Sustainability" business class did his final project on waste generation on campus. To accomplish his project, the student conducted a number of waste audits at UNO's residence halls and then developed an action plan to address ways to improve awareness and accuracy about recycling.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:**

The campus bioretention garden is a living laboratory utilized by horticulture students. It provides students with a demonstration of how native plants effectively deal with stormwater.

The UNO Welcome Center bioretention gardens recently had a number of pieces of monitoring equipment installed to assess how the gardens are performing. Installed equipment includes soil moisture sensors, temperature sensors, data loggers, and cameras. The soil moisture and temperature sensors have been installed in groups of three in two locations in both of the bioretention gardens. The depths of the sensors are at 6 inches, 18 inches, and 30 inches. These sensors will provide a better understanding how moisture moves through the soil throughout a given year and over the long term, how it changes from year-to-year. Soil temperature can play a significant role in bioretention plant and soil health as well as infiltration; this equipment will help expand the limited research that has focused on garden soil temperatures. The two live web cameras will provide excellent insights into how the gardens perform during a given rain event and also provide a visual assessment of how the plants perform within the gardens. Time-lapse video will show how the garden grows and changes throughout the year, providing an excellent way to assess plant performance as well as illustrate the seasonal beauty and diversity of native and adapted garden plants throughout the year. The data collected by the sensors and web cameras will be displayed online as well as in real-time on a kiosk to be installed in the Durham Science Building. It will also be utilized by multiple classes at UNO to teach about green infrastructure and stormwater management in general.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:**

No

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:**

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**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:**

No

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:**

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**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:**

No

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:**

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**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:**

No

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:**

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**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:**

Yes

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:**

Mammel Hall, the LEED Gold Certified home of the College of Business, was the focus of a post occupancy evaluation (POE) completed in 2015. The research was conducted by faculty in architecture and business administration and sought to understand if an individual's attitude towards sustainability influenced his/his satisfaction with a building's design and if the satisfaction with the building influenced organizational commitment.

**Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:**

No

**A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:**

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

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**Additional documentation to support the submission:**

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# Research

Points Claimed 16.40

Points Available 18.00

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

Credit	Points
Research and Scholarship	11.40 / 12.00
Support for Research	3.00 / 4.00
Open Access to Research	2.00 / 2.00

Score	Responsible Party
11.40 / 12.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of “sustainability research” outlined in *G. Standards and Terms* and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

Part 1

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

Part 2

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one faculty member who conducts sustainability research.

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

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

**Total number of the institution’s faculty and/or staff that are engaged in research (headcount):**

483

**Number of the institution’s faculty and/or staff that are engaged in sustainability research (headcount):**

111

**Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :**

22.98

**Total number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts research:**

40

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

27

**Percentage of research-producing departments that are engaged in sustainability research:**

67.50

**A copy of the institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:**

[Sustainability Researchers\\_3.xlsx](#)

**The institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:**

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**A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers):**

Using faculty profiles, the Sustainability Coordinator searched (using the same terms as with the academic course listing) each faculty member's research interests to determine if they were conducting research pertaining to sustainability.

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

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

At this time we used 90% of the total FT faculty for the total number of faculty engaged in research. As we develop better tracking mechanisms, this number will get better.

Score	Responsible Party
3.00 / 4.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

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

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

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability? :

No

A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:

While we don't currently have a program specifically focused on students conducting research in sustainability; we do have funds available that students have used in the past for sustainability research.

Fund for Undergraduate Scholarly Experiences (FUSE) Grant supports faculty-mentored undergraduate student research and creative activity. While not specifically geared towards sustainability, students have applied for this grant to do sustainability research. The grant is up to \$4,500 per student and only available to UNO undergraduates.

Graduate Research and Creative Activity (GRACA) Grant supports faculty-mentored graduate student research and creative activity. While not specifically geared towards sustainability, students have applied for this grant to do sustainability research. The grant is up to \$5,000 per student and is only available to UNO graduate students.

**Does the institution have a program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics?:**

Yes

**A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:**

The Center for Urban Sustainability financially supports research conducted by faculty fellows. An example study includes an analysis of UNO sustainable transportation.

[http://www.unomaha.edu/sustainability/center-for-urban-sustainability/\\_docs/UNO-transportation-study.pdf](http://www.unomaha.edu/sustainability/center-for-urban-sustainability/_docs/UNO-transportation-study.pdf)

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

Yes

**A brief description of the institution's support for interdisciplinary, transdisciplinary, and multidisciplinary research, including any positive outcomes during the previous three years:**

Communities of Practice (CoPs) continue to serve as a mechanism to provide recognition for interdisciplinary collaboration. Identified outcomes named by CoPs include conference presentations, papers, community projects, and new courses among other collaborative research activities. For FY 2015-2016, 25 CoP groups were established.

<http://www.unomaha.edu/faculty-support/campus-connections/cop.php>

The Center for Collaborative Science develops, validates, and publishes scientific foundations for collaboration-related phenomena and helps organizations apply these findings to make performance differences that matter.

<http://www.unomaha.edu/college-of-business-administration/center-for-collaboration-science/>

Digital Commons @ UNO is the university's institutional repository for collecting, preserving, and making visible the intellectual output of the university, particularly those research artifacts created through collaborative initiatives. Hosted by UNO's Criss Library, materials in the repository include working papers, copies of published articles and conference papers. In addition, presentations, senior theses, and other works may be found here. Access to materials in Digital Commons is free.

<http://digitalcommons.unomaha.edu/stars.aashe.org>

FY 2015-2016 CoP groups documented measurable outcomes such as published research, conference presentations, and other evidence to be eligible for stipends. The list of CoP groups and their outcomes are available on the CFE Web site:

<http://www.unomaha.edu/faculty-support/campus-connections/cop-groups.pdf>

**Does the institution have ongoing library support for sustainability research and learning?:**

Yes

**A brief description of the institution's library support for sustainability research, including any positive outcomes during the previous three years:**

The UNO Criss Library has thousands of books, media, journals, and other resources in its collection focused on sustainability to support students, faculty, and staff sustainability research. Librarians offer one-on-one research support. We also recently added a monograph budget line for Environmental Studies to support the collection.

<http://libguides.unomaha.edu/sustainability>

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

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**Additional documentation to support the submission:**

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**Score**

2.00 / 2.00

**Responsible Party**

**Sarah Burke**

Sustainability Coordinator

Student Affairs

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## Criteria

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

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

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

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

**How many of the institution's research-producing divisions are covered by a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository? (All, Some or None):**

All

**Which of the following best describes the open access policy? (Mandatory or Voluntary):**

Voluntary (strictly opt-in)

**Does the institution provide financial incentives to support faculty members with article processing and other open access publication charges?:**

Yes

**A brief description of the open access policy, including the date adopted, any incentives or supports provided, and the repository(ies) used:**

To encourage the University community to publish their research in open access platforms, the Criss Library has established a fund to finance payment of article processing fees for UNO authors who wish to publish in open access journals or open access articles in hybrid journals. Open access funds demonstrate an institution's support for new and innovative research publishing models. This program was [stars.aashe.org](https://stars.aashe.org)

adopted in 2014 with a funding limit of \$3,500 per author per academic year.

Goals of the program:

- Support for UNO affiliated authors who wish to publish open access
- Support for transition to a more sustainable scholarly publishing model
- Greater equality of access to information
- Greater visibility and accessibility of UNO scholarship
- Encouragement of authors to retain rights to their work

**A copy of the institution's open access policy:**

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**The institution's open access policy:**

<http://libguides.unomaha.edu/c.php?g=138340&p=904840>

**The website URL where the open access repository is available:**

<http://digitalcommons.unomaha.edu/>

**Estimated percentage of scholarly articles published annually by the institution's faculty and staff that are deposited in a designated open access repository (0-100):**

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

The library supports open access in a variety of ways. Since 2014, the library has supported an open access fund to provide monetary support for fees incurred when faculty publish in open access journals. Additionally, the library administers an institutional repository to showcase the research and scholarly output of members of the UNO community. The institutional repository also hosts two open access journals.

<http://libguides.unomaha.edu/openaccess>

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

<http://digitalcommons.unomaha.edu/about.html>

**Additional documentation to support the submission:**

[stars.aashe.org](http://stars.aashe.org)



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# Engagement

## Campus Engagement

**Points Claimed** 12.13

**Points Available** 21.00

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

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

Credit	Points
Student Educators Program	0.00 / 4.00
Student Orientation	1.60 / 2.00
Student Life	1.75 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	1.00 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	0.53 / 1.00
Staff Professional Development	1.25 / 2.00

# Student Educators Program

Score	Responsible Party
0.00 / 4.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

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

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

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

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

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

# Student Orientation

Score	Responsible Party
1.60 / 2.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

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

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

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

**Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability? :**

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	No

**Percentage of all entering (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100):**  
80

**A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):**

All incoming first year and transfer students are required to participate in orientation either on campus or online. During the on-campus experience, students are exposed to composting as well as sustainable commuting option for navigating Omaha. All students and their

families receive a New Student Welcome Guide which also highlights our campus commitment to sustainability and ways for them to get involved.

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

<http://www.unomaha.edu/student-life/achievement/new-student-and-family-programs/orientation/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The University does not yet offer a general graduate student orientation. Each college and department determines the type and level of orientation provided to their student.

Score	Responsible Party
1.75 / 2.00	Sarah Burke Sustainability Coordinator Student Affairs

Criteria

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

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

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

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

Does the institution have one or more active student groups focused on sustainability?:

Yes

A brief description of active student groups focused on sustainability:

Every Bite Counts: Focused on food recovery. They collect unserved food from catering events and deliver the food to a local non-profit that works with homeless and at-risk youth in Omaha. The organization formed in the Spring 2016 and became operational in the Fall 2016.

**The website URL where information about the student groups is available (optional):**

<http://www.unomaha.edu/sustainability/every-bite-counts.php>

**Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?:**

Yes

**A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:**

UNO has partnered with a Community Supported Agriculture (CSA) program to provide fresh produce, breads, and dairy to students, faculty, and staff.

**The website URL where information about the gardens, farms or agriculture projects is available (optional):**

<http://www.unomaha.edu/news/2016/04/uno-brings-tomato-tomato-csa-summer-2016.php>

**Does the institution have student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)?:**

Yes

**A brief description of the student-run enterprises:**

UNO's Maverick Food Pantry (MFP) serves all currently enrolled UNO students as well as faculty and staff. The mission of MFP is to contribute to UNO's culture of caring by providing food to those in immediate need and connecting them with resources in the greater Omaha area for long-term support. They are dedicated to eliminating hunger in the UNO community and increasing awareness of food insecurity and nutrition.

The MFP Program Manager (student position) sees to the day-to-day operations of the MFP. They recruit, coordinate, orient, and train pantry volunteers to complete tasks within the pantry. Additionally, they attend campus events representing the food pantry and coordinate food drives with campus/off-campus organizations.

Since its inception, they have distributed 5280 pounds of non-perishable food items to 575 members of the UNO community.

**The website URL where information about the student-run enterprises is available (optional):**

<http://www.unomaha.edu/student-life/civic-and-social-responsibility/maverick-food-pantry.php>

**Does the institution have sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:**

No

**A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:**

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**The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):**

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**Does the institution have conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience?:**

Yes

**A brief description of the conferences, speaker series, symposia or similar events related to sustainability:**

Conscious College Road Tour 2016 - UNO was selected as one of the stops of the CCRT, a unique, interactive, hands-on opportunity for students to become informed about conscious living.

<http://www.unomaha.edu/news/2016/03/conscious-college-road-tour-coming-to-omaha.php>

Eban Goodstein Presentation (2016) - UNO hosted economist, author, and public educator Dr. Eban Goodstein. He had two presentations: Climate Policy Post Paris & How to Get Jobs Saving the Planet.

<http://www.unomaha.edu/news/events/2016/02/distinguished-economist-author-and-public-educator-v>

[isits-uno-to-speak-about-sustainability.php](#)

Urban Livability and Sustainability Colloquium (2015) - In recognition of UNO's commitment to urban sustainability and engagement, the Urban Studies community of practice presented the first annual Urban Livability & Sustainability Colloquium. Over the course of the fall semester, the colloquium featured 5 speakers representing distinct areas of urban sustainability research and practice.

<http://www.unomaha.edu/news/maverick-daily/2015/08/article/urban-livability-and-sustainability->

[colloquium.php](#)

The Center for Urban Sustainability hosts an annual Sustainability Launchpad which focuses on different topics each year. It features keynote speakers, panel discussions, and networking opportunities.

<http://www.unomaha.edu/news/events/2016/04/img/sustainability-launchpad.pdf>



The Low-Impact Development Research and Innovation Symposium is a biennial event that focuses on low impact development in the great plains region. It featured presentations and a design competition with \$20,000 in prizes. UNO hosted the 2015 Symposium.

<http://www.greatplainslid.org>

**The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):**

<http://www.unomaha.edu/sustainability/news-updates.php>

**Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:**

Yes

**A brief description of the cultural arts events, installations or performances related to sustainability:**

WATER explored the issues impacting water quality and sustainability both within the midwestern region and globally. These concepts were highlighted through the combination of scientific data and fine art, while encouraging visitors to consider their own relationship with water - how water impacts our community, our health, and our perspectives. UNO's Center for Urban Sustainability was one of the supporters that brought WATER to Kaneko.

**The website URL where information about the cultural arts events, installations or performances is available (optional):**

<http://thekanekeo.org/kanekeo-programs/water-exhibition/>

**Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:**

Yes

**A brief description of the wilderness or outdoors programs that follow Leave No Trace principles:**

UNO's Outdoor Venture Center (OVC) continues to operate under LNT principles on all outdoor trips. Trips include rock climbing, stand-up paddleboarding, hiking, backpacking, and cross country skiing. The Assistant Director for OVC is certified as an LNT Master Educator through the National Outdoor Leadership School. Additionally, the OVC ran an Outdoor Leadership class that included an LNT trainer course. 10 students received their LNT trainer certification.

**The website URL where information about the wilderness or outdoors programs is available (optional):**

<http://www.unomaha.edu/student-life/wellness/campus-recreation/ovc/>

**Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?:**

No

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

---

**The website URL where information about the sustainability-related themes is available (optional):**

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**Does the institution have programs through which students can learn sustainable life skills?:**

No

**A brief description of the programs through which students can learn sustainable life skills:**

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**The website URL where information about the sustainable life skills programs is available (optional):**

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**Does the institution offer sustainability-focused student employment opportunities?:**

Yes

**A brief description of the sustainability-focused student employment opportunities offered by the institution:**

In partnership with The Collaborative (Office of Civic and Social Responsibility), the Office of Sustainability has on paid Collaborative Program Manager. The student works 10 hours a week on projects for the office.

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

<http://www.unomaha.edu/student-life/civic-and-social-responsibility/the-collaborative.php>

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

No

**A brief description of the graduation pledges:**

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**The website URL where information about the graduation pledges is available (optional):**

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**Does the institution have other co-curricular sustainability programs and initiatives?:**

No

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

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

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**Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):**

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**Additional documentation to support the submission:**

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# Outreach Materials and Publications

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**Score**

2.00 / 2.00

**Responsible Party**

**Sarah Burke**

Sustainability Coordinator

Student Affairs

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## Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use more sustainable methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in this subcategory.

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

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*"---" 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 (optional):**

This site was created to consolidate information and inform our campus community and stakeholders what has been done, what is being done, and where to go for additional information. It is intended as a one-stop clearinghouse of sustainability information.

**The website URL for the central sustainability website:**

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

**Does the institution have a sustainability newsletter?:**

Yes

**A brief description of the sustainability newsletter:**

The sustainability newsletter provides up-to-date information about sustainability activities occurring at UNO and in the City of Omaha.

**The website URL for the sustainability newsletter:**

<http://www.unomaha.edu/sustainability/get-involved.php>

**Does the institution have social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:**

Yes

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

The UNO Sustainability has Facebook and a Twitter account

**The website URL of the primary social media platform focused on sustainability:**

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

**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 the regular coverage of sustainability in the main student newspaper:**

Regular coverage is afforded sustainability efforts and events on campus. Though there is not a columnist or column assigned to sustainability, regular coverage is given. The sustainability website contains a news section that includes all of the known articles produced by The Gateway (along with all sustainability news stories created by the University Communication office).

<http://www.unomaha.edu/sustainability/news-updates.php>

**The website URL for regular coverage of sustainability in the main student newspaper:**

<http://unothegateway.com/>

**Does the institution produce 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 solely for sustainability research, the Research and Creative Activity Fair is an annual, student-centered showcase of scholastic endeavors and achievements. The fair is open to all students from all disciplines and departments and allows students to showcase their work as demonstrations/exhibits, oral presentations, performances, and posters.

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

<http://www.unomaha.edu/office-of-research-and-creative-activity/students/research-and-creative-activity-fair.php>

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

Yes

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

A building dashboard was created for Mammel Hall (the LEED Gold Certified home of the College of Business). The touchscreen dashboard allows users to see in real time data in regards to energy, water, and waste for the building.

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

<http://buildingdashboard.com/clients/uno/mammel/>

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

Yes

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

UNO Food Services & Catering advertises that a product they are serving is from a local vendor.

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

<http://www.unomaha.edu/sustainability/dining-food-services.php>

**Does the institution have signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed?:**

Yes

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

Mammel Hall has signage in its rain gardens explaining the purpose and impact of this type of landscape management as a strategy for stormwater management and sustainable landscaping.

The Biomechanics Research Building has signage about the Buffalograss planted around/behind the building explaining the benefits of planting native/drought resistant plants.

**The website URL for the signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed:**

<http://www.unomaha.edu/sustainability/water-sustainable-sites.php>

**Does the institution produce a sustainability walking map or tour?:**

No

**A brief description of the sustainability walking map or tour:**

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

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**Does the institution produce a guide for commuters about how to use more sustainable methods of transportation?:**

Yes

**A brief description of the guide for commuters about how to use more sustainable methods of transportation:**

The Sustainability website provides information on the alternative transportation options available to the University. This information is also included in the Welcome Guide (provided to all new students at orientation) and is presented on during New Employee Orientation.

**The website URL for the guide for commuters about how to use more sustainable methods of transportation:**

<http://www.unomaha.edu/sustainability/transporation-alternatives.php>

**Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)? :**

Yes

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

The University provides bike safety information and a list of the bike rack locations on campus.

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

<http://www.unomaha.edu/public-safety/bike-safety.php>

**Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:**

Yes

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

While limited, a Move-In Guide is provided to all on campus residents that includes information about transportation options on and off campus. Resident guides also provide information about recycling and energy/water conservation.

Dodge Housing:

<https://issuu.com/unomavs/docs/uno-move-in-2016/1>

Scott Campus:

<https://issuu.com/unodsa/docs/2016-scotthousing-move-in-guide-pag/1>

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

<http://www.unomaha.edu/student-life/housing-and-residential-life/index.php>

**Does the institution produce other sustainability outreach materials or publications not covered above?:**

No

**A brief description of these materials or publications:**

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**The website URL for these materials or publications:**

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**Additional documentation to support the submission:**

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# Outreach Campaign

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**Score**

4.00 / 4.00

**Responsible Party**

**Sarah Burke**

Sustainability Coordinator  
Student Affairs

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## Criteria

### *Part 1*

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

### *Part 2*

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

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

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

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

Yes

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

Yes

**Name of the campaign:**

Conscious College Road Tour - 2016

**A brief description of the campaign, including how students and/or employees were engaged:**

UNO was selected as one of the host schools for the 2016 Conscious College Road Tour. The tour is a unique, interactive, hands-on opportunity for students and staff to become informed about conscious living.

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

A pre- and post- survey was given to attendees to see how much they knew about natural and organic products before and after visiting the exhibits. In addition, participants were asked how likely they were willing to make a change after attending the event and learning more information.

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

[http://www.unomaha.edu/news/2016/03/conscious-college-road-tour-coming-to-omaha.php?utm\\_medium=email&utm\\_source=newsletter&utm\\_campaign=mavdaily&utm\\_content=new](http://www.unomaha.edu/news/2016/03/conscious-college-road-tour-coming-to-omaha.php?utm_medium=email&utm_source=newsletter&utm_campaign=mavdaily&utm_content=new)

**Name of the campaign (2nd campaign):**

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**A brief description of the campaign, including how students and/or employees were engaged (2nd campaign):**

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

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

---

**A brief description of other sustainability-related outreach campaigns, including measured positive impacts:**

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

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**Additional documentation to support the submission:**

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# Assessing Sustainability Culture

Score	Responsible Party
1.00 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

- Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives.
- An assessment that covers a single sustainability topic (e.g. a transportation survey) does not count in the absence of a more comprehensive cultural assessment.
- Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum.
- Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.
- An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if at least ten questions or a third of the assessment focuses on sustainability values, behaviors and beliefs.

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

**Does the institution conduct an assessment of sustainability culture (i.e. the assessment focuses on sustainability values, behaviors and beliefs, and may also address awareness of campus sustainability initiatives)?:**

Yes

**Which of the following best describes the cultural assessment? The assessment is administered to::**

The entire campus community (students, staff and faculty), directly or by representative sample

**Which of the following best describes the structure of the cultural assessment? The assessment is administered::**

Longitudinally to measure change over time

**A brief description of how and when the cultural assessment(s) were developed and/or adopted:**

The Sustainability Survey is sent to all members of the UNO community asking questions pertaining to sustainability awareness, general familiarity, knowledge, and self-reported behavior. In addition, the survey is used to gauge support about the direction the campus community would like to see happen on campus in regards to sustainability.

The results of the survey are tabulated to determine UNO's Sustainability Index. The Sustainability Master Plan has a goal to have our Sustainability Index be 75% by 2025.

**A copy or sample of the questions related to sustainability culture:**

[Suvery 2016.pdf](#)

**A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:**

---

**A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:**

Online survey tool in which members of the UNO community were able to access. The invitation to participate was sent through the University Newsletter, Sustainability Newsletter, Social Media, and Word of Mouth. Prizes were offered to individuals to participate to create a broader, more diverse pool of participants.

**A brief summary of results from the cultural assessment, including a description of any measurable changes over time:**

The results of the survey showed that we have an overall Sustainability Index of 52%, no change since the last survey was administered. We did see a slight increase in the categories of Familiarity and Awareness; however, there was a slight decrease in the categories of Knowledge and Behavior. 91% of participants stated that it was either very important or important that UNO was committed to sustainability.

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

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**Additional documentation to support the submission:**

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# Employee Educators Program

Score	Responsible Party
0.00 / 3.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

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

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained peer employee educators (e.g. “green leaders”).

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the *Employee Orientation* and *Staff Professional Development* credits.

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

# Employee Orientation

Score	Responsible Party
0.53 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

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

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

**Percentage of new employees (faculty and staff) that are offered orientation and/or outreach and guidance materials that cover sustainability topics (0-100):**

53

**A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed):**

The Sustainability Coordinator is provided time during New Employee Orientation (staff only) to present on sustainability on campus. Topics include the Sustainability Master Plan, Alternative Transportation Offerings, and much more.

The Coordinator is working to incorporate sustainability into faculty orientation for the next academic year.

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

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**Additional documentation to support the submission:**

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# Staff Professional Development

Score	Responsible Party
1.25 / 2.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Part 1

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

Part 2

Institution’s regular (full-time and part-time) staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g. by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities may include:

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- Sustainability accreditation and credential maintenance (e.g. LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the *Employee Educators Program* and *Outreach Campaign* credits, respectively and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development and training opportunity to count, the institution must offer financial or other support (e.g. payment, reimbursement, or subsidy).

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the *Incentives for Developing Courses* credit in Curriculum.

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

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

Yes

**Does the institution wish to pursue Part 2 of this credit (the rate of employee participation in sustainability professional development and training)?:**

Yes

**Estimated percentage of regular staff (full-time and part-time) that participates annually in sustainability professional development and training that is either provided or supported by the institution (0, 1-24%, 25-49%, 50-74%, 75% or more):**

1-24%

**A brief description of any internal sustainability professional development and training opportunities that the institution makes available to staff:**

UNO's Nebraska Business Development Center provides for business development in Nebraska through management and technical assistance, and professional and organization development to businesses and government for enhancement of employee skills. Sustainability is one of the content areas they offer. Employees can take online courses on Sustainable Management as well as earning their Sustainability Facility Professional Credentials and Green Globes Certification, just to name a few. These programs are available to UNO employees at a 25% discount.

BLR is a training site HR makes available to all employees. Some topic areas cover aspects of social sustainability, such as addressing problems and solutions dealing with diversity, equity, ethics, and safety in the workplace. These courses include: Employment Law and Frequent Issues, ADA & FMLA, Managing a Respectful Workplace, Safety and Health, and Maintaining a Respectful Workplace.

**A brief description of any external professional development and training opportunities in sustainability that are supported by the institution(e.g. through payment, reimbursement, or subsidy):**

---

**Estimated percentage of regular staff (full-time and part-time) for which sustainability is included in performance reviews (0, 1-24%, 25-49%, 50-74%, 75% or more) :**

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

<http://www.unomaha.edu/human-resources/employee-relations/index.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

Performance review process is currently under review - no current estimated completion date at this time.



# Public Engagement

Points Claimed 13.30

Points Available 20.00

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

Credit	Points
Community Partnerships	2.00 / 3.00
Inter-Campus Collaboration	2.00 / 3.00
Continuing Education	4.26 / 5.00
Community Service	3.71 / 5.00
Participation in Public Policy	1.33 / 2.00
Trademark Licensing	0.00 / 2.00

# Community Partnerships

Score	Responsible Party
2.00 / 3.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

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

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be “transformative”, “collaborative”, or “supportive” based on the number of criteria that are met (see *D. Scoring*).

This credit is inclusive of partnerships with local and distant communities.

Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by the *Community Service* credit.

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

Name of the institution’s formal community partnership to advance sustainability :

Omaha Stormwater

Does the institution provide financial or material support for the partnership? :

Yes

Which of the following best describes the partnership timeframe?:

Multi-year or ongoing

**Which of the following best describes the partnership's sustainability focus?:**

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

**Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):**

No

**A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:**

The Center for Urban Sustainability partners with Omaha Stormwater to expand and educate stormwater management programs, in particular bioretention gardens, in the Omaha area.

<http://omahastormwater.org/event/2016-omaha-green-infrastructure-tour/>

[http://digital.stormh20.com/publication/?i=336385&ver=html5&p=36#{\"page\":40,\"issue\\_id\":336385}](http://digital.stormh20.com/publication/?i=336385&ver=html5&p=36#{\)

**Name of the institution's formal community partnership to advance sustainability (2nd partnership):**

Nebraska Community Energy Alliance

**Does the institution provide financial or material support for the partnership? (2nd partnership):**

Yes

**Which of the following best describes the partnership timeframe? (2nd partnership):**

Multi-year or ongoing

**Which of the following best describes the partnership's sustainability focus? (2nd partnership):**

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

**Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):**

No

**A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):**

[stars.aashe.org](http://stars.aashe.org)

The mission of the Nebraska Community Energy Alliance is to build and promote advanced technologies for housing and transportation that save energy, reduce CO2 pollution, and cut costs. The Center for Urban Sustainability is an active member of the Alliance.

<http://www.necommunity.energy/members/>

**Name of the institution’s formal community partnership to advance sustainability (3rd partnership):**

PKI/OPPD Academy of Sustainable Environments & Renewable Resources

**Does the institution provide financial or material support for the partnership? (3rd partnership):**

Yes

**Which of the following best describes the partnership timeframe? (3rd partnership):**

Multi-year or ongoing

**Which of the following best describes the partnership’s sustainability focus? (3rd partnership):**

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

**Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership) (Yes, No, or Unknown):**

No

**A brief description of the institution’s formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):**

UNO's Peter Kiewit Institute and Omaha Public Power District have partnered to form the Academy of Sustainable Environments & Renewable Resources. The academy focuses on the growing need to promote green building practices, technologies, policies, and standards to build and environmentally responsible, economically profitable, and healthy future for the region.

<https://pki.nebraska.edu/new/pages/outreach/academy-of-sustainable-environments-renewable-energy/>

y/

**A brief description of the institution’s other community partnerships to advance sustainability:**

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

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**Additional documentation to support the submission:**

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# Inter-Campus Collaboration

Score	Responsible Party
2.00 / 3.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is an active member of a national or international sustainability network;
- Is an active member of a regional, state/provincial or local sustainability network;
- Has presented at a sustainability conference during the previous year;
- Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
- Has had staff, students, or faculty serving on a board or committee of a sustainability network or conference during the previous three years;
- Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program;
- Has had staff, faculty, or students serving as peer reviewers of another institution’s sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years; and/or
- Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.

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

**Is the institution an active member of a national or international sustainability network?:**

Yes

**The name of the national or international sustainability network(s):**

The Association for the Advancement of Sustainability in Higher Education (AASHE)

**Is the institution an active member of a regional, state/provincial or local sustainability network?:**

Yes

**The name of the regional, state/provincial or local sustainability network(s):**

**Has the institution presented at a sustainability conference during the previous year? :**

Yes

**A list or brief description of the conference(s) and presentation(s):**

The Low-Impact Development Research and Innovation Symposium is a biennial event that focuses on low impact development in the great plains region. Organized and facilitated by the Director of UNO's Center for Urban Sustainability, the symposium hosted a number of speakers and presentations along with a design contest for industry personnel and students.

**Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :**

No

**A list or brief description of the awards program(s) and submission(s):**

---

**Has the institution had staff, students or faculty serving on a board or committee of a sustainability network or conference during the previous three years? :**

Yes

**A list or brief description of the board or committee appointment(s):**

Omaha By Design - Steve Rodie, Advisory Committee  
Mode Shift - Dr. Angela Eikenberry, Chair  
Live Well Omaha - Dr. BJ Reed, Board Member

**Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:**

No

**A brief description of the mentoring relationship and activities:**

---

**Has the institution had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years?:**

No

**A brief description of the peer review activities:**

---

**Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions? :**

No

**A brief description of other collaborative efforts around sustainability during the previous year:**

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

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**Additional documentation to support the submission:**

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Score	Responsible Party
4.26 / 5.00	Sarah Burke Sustainability Coordinator Student Affairs

Criteria

Part 1

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in the Curriculum subcategory

Part 2

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

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

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

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

Yes

Total number of continuing education courses offered:

106

Number of continuing education courses offered that address sustainability:

8

**Percentage of continuing education courses that address sustainability:**

7.55

**A copy of the list and brief description of the continuing education courses that address sustainability:**

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**A list and brief description of the continuing education courses that address sustainability:**

An Overview of Sustainable Management  
Corporate Social Responsibility  
Measuring Sustainable Management Performance  
Sustainable Management: Leadership Ethics  
Taking the Helm at Coastal Industries Simulation  
Triple Bottom Line Accounting  
Business Ethics in the 21st Century  
Lean Basics

**Do the figures reported above cover one, two, or three academic years?:**

One

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

Yes

**A brief description of the certificate program(s), including the year the program was created:**

Certificate in Sustainable Management  
IFMA Sustainability Facility Professional Credential  
Green Globes Professional Certificate  
Lean Enterprise Certificate  
Next Level Lean Certificate  
Certificate in Supply Chain Management

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

<http://nbdc.unomaha.edu/sustainability/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The only continuing education courses identified by the Sustainability Coordinator were offered by the Nebraska Business Development Center, located in UNO's College of Business Administration.

# Community Service

Score	Responsible Party
3.71 / 5.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Part 1

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

Part 2

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

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

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

**Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):**

15,227

**Number of students engaged in community service (headcount):**

8,661

**Percentage of students engaged in community service:**

56.88

**Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):**

Yes

**Total number of student community service hours contributed during the most recent one-year period:**

387,157

**Number of annual community service hours contributed per student :**

25.43

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

<http://www.unomaha.edu/engagement/index.php>

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

No

**Does the institution provide incentives for employees to participate in community service (on- or off-campus)?  
(Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):**

Yes

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

Though specifically administered by an individual's supervisor, voluntary leave, compensatory time, or public recognition for community service are all forms of incentives for employee participation in community service.

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The University is currently working on adding community service achievements on student transcripts...however, Service Learning courses are designated on the transcript.

Our most current information is from FY14-15, thus the headcount of students differs from the rest of the report.

# Participation in Public Policy

Score	Responsible Party
1.33 / 2.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local,
- State/provincial/regional,
- National, and/or
- International.

The policy advocacy must have the implicit or explicit support of the institution’s top administrators and/or governing bodies to count. For example, advocacy by administrators, students, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

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

"" indicates that no data was submitted for this field

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:**

Yes

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

UNO's Center for Urban Sustainability is a partner organization with the Green Omaha Coalition. The Green Omaha Coalition works to inform community decision-makers and voters on the importance of environmental sustainability by providing accurate information, advocating before city governance and public officials, and lending their name to written correspondence in order to mobilize change.

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:**

Yes

**A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level, including the issues, legislation, and ordinances for or against which the institution has advocated:**

The Nebraska Community Energy Alliance (NCEA) is organized by and for Nebraska's communities to promote transportation and housing choices that include lifecycle cost of ownership, retained energy value, and economic competitiveness by coordinating and leveraging federal and state policies and investments to community project demonstrating direct high impact. UNO's Center for Urban Sustainability is an member.

NCEA meets monthly. Routinely during the meeting state legislators are invited to present on their proposed legislations so the member of NCEA are aware of the upcoming bills and how they can leverage the organization on either advancing the legislations or how the legislations may be utilized by NCEA in the future. For example, at the April 2016 meeting state legislators presented on the following legislation: Property Assessed Clean Energy Act, State Low Income Housing Tax Credit, and Private Renewable Energy.

**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:**

No

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

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**Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:**

No

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

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**A brief description of other political positions the institution has taken during the previous three years (if applicable):**

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**A brief description of political donations the institution made during the previous three years (if applicable):**

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

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**Additional documentation to support the submission:**

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Score	Responsible Party
0.00 / 2.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

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

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the *Sustainable Procurement* credit in Purchasing.

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

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

No

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

No

A brief description of the institution’s WRC or FLA membership, including the year membership was last established or renewed:

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

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Additional documentation to support the submission:

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# Operations

## Air & Climate

**Points Claimed** 4.44

**Points Available** 11.00

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

Credit	Points
Greenhouse Gas Emissions	3.94 / 10.00
Outdoor Air Quality	0.50 / 1.00

# Greenhouse Gas Emissions

Score	Responsible Party
3.94 / 10.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions.

The inventory may also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

Part 2

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

Part 3

Institution’s annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.215 MtCO2e per gross square metre) of floor area.

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

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

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

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);

- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

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

Yes

	All, Some, or None
Business travel	Some
Commuting	All
Purchased goods and services	None
Capital goods	None
Waste generated in operations	Some
Fuel- and energy-related activities not included in Scope 1 or Scope 2	None
Other categories	None

GHGInventorySummaryFY15-16.pdf

**institution accounted for each category of Scope 3 emissions reported above:**

The Sustainability Coordinator used Campus Carbon Map to calculate our GHG inventory. Scope 3 data collected:

Commuting: Commuter Survey

Business Travel: Accounting department (only reporting our two major travel providers. If an employee used a different company for travel that is not accounted for)

Landfill Waste: Estimations based on number of dumpsters, sizes, and frequency of pick-up

Recycling: Some data collected is from our local recycling facility. The rest of our recycling is based on estimations of the number of dumpsters, sizes, and frequency of pick-up.

Composting: Landscape Services

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

Yes

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

UNO's Sustainability Committee was sent the final report for our GHG Inventory. They were asked to review for inconsistencies (to the best of their abilities).

**Documentation to support the internal and/or external verification process:**

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**Does the institution wish to pursue Part 2 and Part 3 of this credit? (reductions in Scope 1 and Scope 2 GHG emissions):**

Yes

**Gross Scope 1 and Scope 2 GHG emissions:**

	Performance Year	Baseline Year
Gross Scope 1 GHG emissions from stationary combustion	9,596.46 <i>Metric Tons of CO2 Equivalent</i>	10,067.34 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 1 GHG emissions from other sources	225.91 <i>Metric Tons of CO2 Equivalent</i>	244.40 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from purchased electricity	36,443.84 <i>Metric Tons of CO2 Equivalent</i>	33,786.58 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Total	46,266.21 <i>Metric Tons of CO2 Equivalent</i>	44,098.32 <i>Metric Tons of CO2 Equivalent</i>
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**Start and end dates of the performance year and baseline year (or three-year periods):**

	Start Date	End Date
Performance Year	July 1, 2015	June 30, 2016
Baseline Year	July 1, 2008	June 30, 2011

**A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):**

GHG emissions baselines was taken from FY09-11. These years were chosen to give us a solid history of average emissions.

**Figures needed to determine total carbon offsets:**

	Performance Year	Baseline Year
Third-party verified carbon offsets purchased (exclude purchased RECs/GOs)	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Net carbon offsets	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes (as applicable):**

---

**Emissions reductions attributable to Renewable Energy Certificate (REC) or Guarantee of Origin (GO) purchases:**

	Performance Year	Baseline Year
Emissions reductions attributable to REC/GO purchases	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

**A brief description of the purchased RECs/GOs including vendor, project source and verification program:**

---

**Adjusted net Scope 1 and 2 GHG emissions:**

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions	46,266.21 <i>Metric Tons of CO2 Equivalent</i>	44,098.32 <i>Metric Tons of CO2 Equivalent</i>

**Figures needed to determine “Weighted Campus Users”:**

	Performance Year	Baseline Year
Number of students resident on-site	1,977	1,660
Number of employees resident on-site	3	3
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	12,482	11,629
Full-time equivalent of employees (staff + faculty)	1,913	1,661

Full-time equivalent of students enrolled exclusively in distance education	681.50	283
Weighted campus users	10,780.13	10,171

**Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:**

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	4.29 <i>Metric Tons of CO2 Equivalent</i>	4.34 <i>Metric Tons of CO2 Equivalent</i>

**Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline (0-100):**

1.01

**Gross floor area of building space, performance year:**

4,126,579 *Gross Square Feet*

**Floor area of energy intensive building space, performance year:**

	Floor Area
Laboratory space	211,191 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	452,799 <i>Square Feet</i>

**EUI-adjusted floor area, performance year:**

5,001,760 *Gross Square Feet*

**Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:**

0.01 *MtCO2e / GSF*

**Scope 3 GHG emissions, performance year:**

	Emissions
Business travel	4,047.29 <i>Metric Tons of CO2 Equivalent</i>

Commuting	9,463.94 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	0 <i>Metric Tons of CO2 Equivalent</i>
Capital goods	0 <i>Metric Tons of CO2 Equivalent</i>
Fuel- and energy-related activities not included in Scope 1 or Scope 2	0 <i>Metric Tons of CO2 Equivalent</i>
Waste generated in operations	0 <i>Metric Tons of CO2 Equivalent</i>
Other categories	0 <i>Metric Tons of CO2 Equivalent</i>

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

---

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

<http://www.unomaha.edu/sustainability/energy-emissions.php>

**Additional documentation to support the submission:**

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# Outdoor Air Quality

Score	Responsible Party
0.50 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Part 1

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NOx), sulfur oxides (SOx), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

**Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus?:**

No

**A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:**

---

**Has the institution completed an inventory of significant air emissions from stationary campus sources or else verified that no such emissions are produced?:**

Yes

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

	Weight of Emissions
Nitrogen oxides (NO <sub>x</sub> )	6.83 <i>Tons</i>
Sulfur oxides (SO <sub>x</sub> )	0.05 <i>Tons</i>
Carbon monoxide (CO)	5.73 <i>Tons</i>
Particulate matter (PM)	0.52 <i>Tons</i>
Ozone (O <sub>3</sub> )	0 <i>Tons</i>
Lead (Pb)	0 <i>Tons</i>
Hazardous air pollutants (HAPs)	0 <i>Tons</i>
Ozone-depleting compounds (ODCs)	0 <i>Tons</i>
Other standard categories of air emissions identified in permits and/or regulations	0 <i>Tons</i>

**A brief description of the methodology(ies) the institution used to complete its air emissions inventory:**

Annual Air Emissions Reports

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

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**Additional documentation to support the submission:**

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# Buildings

Points Claimed 1.25

Points Available 8.00

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	Points
Building Operations and Maintenance	0.00 / 5.00
Building Design and Construction	1.25 / 3.00

# Building Operations and Maintenance

Score	Responsible Party
0.00 / 5.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M)

And/or

2) Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:

- Indoor air quality (IAQ) management policy or protocol
- Green cleaning policy, program or contract
- Energy management or benchmarking program
- Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example [ENERGY STAR Guidelines for Energy Management](#) and [U.S. EPA Portfolio Manager](#).

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

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C) but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the *Building Design and Construction* credit.

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

Total floor area of building space:

4,126,579 Square Feet

Floor area of building space that is certified at each level under a green building rating system for the operations and maintenance of existing buildings used by an Established Green Building Council:

	Certified Floor Area
LEED O+M Platinum or the highest achievable level under another GBC rating system	0 <i>Square Feet</i>
LEED O+M Gold or the 2nd highest level under another 4- or 5-tier GBC rating system	0 <i>Square Feet</i>
Certified at mid-level under a 3- or 5-tier GBC rating system (e.g. BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance)	0 <i>Square Feet</i>
LEED O+M Silver or at a step above minimum level under another 4 -or 5–tier GBC rating system	0 <i>Square Feet</i>
LEED O+M Certified or certified at minimum level under another GBC rating system	0 <i>Square Feet</i>

**Floor area of building space that is certified under a non-GBC rating system for the operations and maintenance of existing buildings, e.g. BOMA BEST, Green Globes CIEB:**

0 *Square Feet*

**Percentage of building space certified under a green building rating system for the operations and maintenance of existing buildings:**

0

**A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:**

---

**Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published indoor air quality (IAQ) management policy or protocol? (0-100):**

0

**A copy of the IAQ management policy or protocol:**

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**The website URL where the IAQ policy/protocol may be found:**

<http://www.unomaha.edu/business-and-finance/support-services/environmental-health-and-safety/index.php>

**Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published green cleaning policy, program or contract ? (0-100):**

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**A copy or the green cleaning policy:**

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**A brief description of how green cleaning is incorporated into cleaning contracts:**

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**Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with an energy management or benchmarking program? (0-100):**

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**A brief description of the energy management or benchmarking program:**

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**Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a water management or benchmarking program? (0-100):**

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**A brief description of the water management or benchmarking program:**

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

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**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

During the timeframe of our submission (FY15/16), we had an Indoor Quality Program in operation. In the past (including FY15/16), baseline air sampling had been conducted using an Aircuity Optima, both to ensure expected building operations and to establish levels for comparison when questions or concerns with IAQ arise. Indoor air concerns or complaints are registered with the Facilities Service Desk and investigated by facilities management & planning and EHS personnel. At the time of our submission (Feb 2017) the copy of our "policy/protocol" was removed from our website and is not able to be located and the fate of the program is unknown.

# Building Design and Construction

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**Score**

1.25 / 3.00

**Responsible Party**

**Sarah Burke**

Sustainability Coordinator  
Student Affairs

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## Criteria

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

1) Certified under a green building rating system for new construction and major renovations, e.g. LEED®: Building Design & Construction (BD+C)

2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

- Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
- Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
- Building-level energy metering
- Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
- Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
- Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
- Building-level water metering

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

---

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

**Total floor area of newly constructed or renovated building space (include projects completed within the previous five years) :**

592,233 Square Feet

**Floor area of newly constructed or renovated building space certified Living under the Living Building Challenge:**

0 Square Feet

**Floor area of newly constructed or renovated building space certified at each level under a rating system for design and construction used by an Established Green Building Council (GBC) :**

	Certified Floor Area
LEED BD+C Platinum or at the highest achievable level under another rating system	0 <i>Square Feet</i>
LEED BD+C Gold or at the 2nd highest level under another 4- or 5-tier GBC rating system	0 <i>Square Feet</i>
Certified at mid-level under a 3- or 5-tier GBC rating system for design and construction (e.g. BREEAM, CASBEE, DGNB, Green Star)	0 <i>Square Feet</i>
LEED BD+C Silver or at a step above minimum level under another 4- or 5-tier GBC rating system	0 <i>Square Feet</i>
LEED BD+C Certified or certified at minimum level under another GBC rating system	0 <i>Square Feet</i>

**Floor area of newly constructed or renovated building space certified under a non-GBC rating system for design and construction (e.g. Green Globes NC, Certified Passive House):**

0 *Square Feet*

**Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:**

0

**A brief description of the green building rating system(s) used and/or a list of certified buildings and ratings:**

Mammel Has was certified LEED Gold in 2010 (thus making it ineligible to report for this category moving forward).

**Floor area of newly constructed or renovated building space that is NOT certified, but that was designed and constructed in accordance with published green building guidelines and policies:**

592,233 *Square Feet*

**A copy of the green building guidelines or policies :**

[UN\\_SustainableDesignPolicy\\_2008.pdf](#)

**The green building guidelines or policies:**

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**Do the green building guidelines or policies cover the following?:**

	Yes or No
Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)	Yes
Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)	Yes
Building-level energy metering	Yes
Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)	Yes
Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)	Yes
Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)	Yes
Building-level water metering	Yes

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

UNO's Building Design Policy requires all new construction and major renovations projects to be built to the LEED certified level. LEED building scorecard does have a section for all of categories listed above, so while it is not mandatory for UNO to pursue these credit, it is an option to meet the certified level.

Construction projects covered by the NU Sustainable Design Policy:

New: Baxter Arena, Biomechanical Research Building, Community Engagement Center, Peter Kiewit Institute Landscape & Grounds, Scott Court (4 buildings), Scott Village (Building G)

Major Renovations: Scott Conference Center, Thompson Alumni Center

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

As Board policy, all new construction and major renovation projects will achieve a minimum number of points to meet the certified level. This is accomplished in the design and construction process overseen by Facilities Management and Planning.

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

<https://nebraska.edu/docs/policies/SustainableDesignPolicy.pdf>

**Additional documentation to support the submission:**

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Points Claimed 3.84

Points Available 10.00

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

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

From the institution:

In our previous report, we did not include any of our housing facilities. This report now includes all of housing as well as our new hockey arena.

Credit	Points
Building Energy Consumption	3.84 / 6.00
Clean and Renewable Energy	0.00 / 4.00

# Building Energy Consumption

Score	Responsible Party
3.84 / 6.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Part 1

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

Part 2

Institution’s annual building energy consumption is less than the minimum performance threshold of 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius degree day).

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

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

Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	176,930 MMBtu	151,316 MMBtu
Electricity from on-site renewables	0 MMBtu	0 MMBtu
District steam/hot water (sourced from offsite)	0 MMBtu	0 MMBtu
Energy from all other sources (excluding transportation fuels)	180,269 MMBtu	175,089.03 MMBtu
Total	357,199 MMBtu	326,405.03 MMBtu

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

	Start Date	End Date
Performance Year	July 1, 2015	June 30, 2016
Baseline Year	July 1, 2008	June 30, 2011

**A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):**

Energy consumption baseline was taken from FY09-11. These years were chosen to give us a solid historical representation of average use.

**Gross floor area of building space:**

	Performance Year	Baseline Year
Gross floor area of building space	4,126,579 <i>Gross Square Feet</i>	2,985,756 <i>Gross Square Feet</i>

**Source-site ratio for grid-purchased electricity:**

3.14

**Total building energy consumption per unit of floor area:**

	Performance Year	Baseline Year
Site energy	0.09 <i>MMBtu / GSF</i>	0.11 <i>MMBtu / GSF</i>
Source energy	0.18 <i>MMBtu / GSF</i>	0.22 <i>MMBtu / GSF</i>

**Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline (0-100):**

18.12

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

	Degree days (see help icon above)
Heating degree days	4,927 <i>Degree-Days (°F)</i>
Cooling degree days	1,408 <i>Degree-Days (°F)</i>

**Floor area of energy intensive space, performance year:**

	Floor Area
Laboratory space	211,191 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

**EUI-adjusted floor area, performance year:**

5,001,760 *Gross Square Feet*

**Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:**

11.27 *Btu / GSF / Degree-Day (°F)*

**Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:**

[Utilities & Waste.xlsx](#)

**A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g. outreach and education efforts):**

The Sustainability website provides some tips in regards to energy efficiency and conservation.

**A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):**

UNO Facilities:

A building temperature policy was adopted in May 2009 to conserve energy and make best use of our resources. Occupancy sensors have been installed in all new construction and major renovations in the last 10 years or so. All but two buildings have lighting retrofits and lighting control systems in place. This includes timers, daylight harvesting, and occupancy sensors. Energy metering (electricity, gas, chilled water, and steam) was installed in all major buildings to monitor UNO's energy use. Unfortunately, many of these early meters failed. The early meters have been replaced with new technology and more reliable readings of energy use information for all major buildings. Vending machines have been slowly replaced by ones with motion sensors, lightless models, or LED-lit machines. This was largely done because other users demanded it and vendors made large-scale changes in machine selection.

<http://www.unomaha.edu/facilities/documents/buildingtemperaturepolicy3-3-09.pdf>

Baxter Arena:

The temperature of the hot water that is used to heat the building is based on the outside air temperature...the colder it is, the hotter the water gets. Rather than allowing individuals to set their office, locker room, or space temperatures, they control it through their computer-based building controls in the ice plant. This computer allows them to schedule event temperatures and humidity levels in advance and once the event is over it reverts back to their low occupancy set points automatically. As for exterior lighting, photocells monitor light levels, and as needed, release lighting contactors to turn on or off the lights.

UNO Housing:

Maverick Village's thermostats are locked at 65-75 degrees. Interior lights of University Village and Maverick Village clubhouses are on motion sensors.

**A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:**

UNO Facilities:

LEDs have been installed in most of the major buildings on campus, to replace incandescent and fluorescent tubes. LED lighting has been used in classrooms and public access areas. LEDs have replaced HID's in the parking structures, parking lots, and public sidewalks.

Baxter Arena:

All lights are controlled by computer and tablets. The main ice rink, community ice rink, and building exterior lighting are controlled by timers.

UNO Housing:

All interior fixtures at Maverick and University Village are LED. All exterior fixtures at University Village are LED.

**A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:**

The Barn at Glacier Creek Preserve uses geothermal heating and cooling. (This is not individually metered, so we are unable to report any values)

<http://www.unomaha.edu/college-of-arts-and-sciences/biology/nature-preserves/glacier-creek.php#>

[Barn](#)

**A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):**

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**A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):**

UNO Facilities:

This is an ongoing effort, driven by Facilities Management & Planning and encouraged by Procurement. New construction and renovations will incorporate lighting control systems to provide daylight harvesting, two level lighting in offices, vacancy sensors in common areas such as classrooms and conference rooms. It is a practice not a policy to replace appliances, equipment, and systems with energy-efficient alternatives.

UNO Housing:

First appliances are not slated for replacement until Summer 2018 and will take several years. Replacement products have not yet been identified.

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

<http://www.unomaha.edu/sustainability/energy-emissions.php>

**Additional documentation to support the submission:**

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Score	Responsible Party
0.00 / 4.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

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 on-site to generate energy other than electricity, 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), Guarantees of Origin (GOs) or similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements (or local equivalents) and are verified as such by a third party, or purchasing renewable electricity through the institution’s electric utility through a certified green power purchasing option.

Since this credit is intended to recognize institutions that are actively supporting the development and use of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution (i.e. the utility’s standard or default product) count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal

- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
- Wind

Biofuels from the following sources are eligible:

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

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

Transportation fuels, which are covered by the *Greenhouse Gas Emissions* and *Campus Fleet* credits, are not included.

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

# Food & Dining

Points Claimed 1.00

Points Available 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	0.00 / 6.00
Sustainable Dining	1.00 / 2.00

# Food and Beverage Purchasing

Score	Responsible Party
0.00 / 6.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following sustainability attributes:

Attributes	Examples
<b>1) Third Party Verified.</b> The product is ecologically sound, fair and/or humane as determined by one or more recognized food and beverage sustainability standards (see <i>G. Standards and Terms</i> ).	Certified Organic, Fair Trade, and Humane products (irrespective of geographic origin).  Manufactured products that carry a recognized third party label (irrespective of the percentage of ingredients that are certified).
<b>2) Both Local and Community-Based.</b> The product does not meet the criteria outlined above, but is grown, raised or caught by a community-based producer within 250 miles (400 kilometres) of the institution. All production, processing and distribution occur within 250 miles.  This category provides a path for campus farms and gardens and small local producers to be recognized in the absence of third party certification. Products from intensive livestock operations (e.g. CAFO-permitted facilities), large producers (\$5 million or more in annual sales), and geographically dispersed producers are excluded from this category.  Distributors, bottlers and packers are not considered to be producers.	Single ingredient products from on-campus gardens and farms and owner-operated farms and fisheries (and cooperatives of owner-operators) for which all facilities are within 250 miles.  Multi-ingredient and multi-source products (e.g. baked goods, dairy products, jams, sauces) from local producers for which 50 percent or more of the ingredients (by weight, excluding water) are both local and community-based (or else third party verified).  Local products sourced through a food value chain or food hub, farmers’ market, farm-to-institution program, or equivalent program that aims to support a sustainable local food system.

<p><b>3) Other Sustainability Attributes.</b> The product is environmentally or socially preferable in ways that are not recognized above. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution’s sustainable purchasing efforts.</p>	<p>Products with credible sustainability claims and labels not formally recognized above.</p> <p>Single ingredient products from large local producers or for which some portion of production, processing or distribution occurs outside 250 miles.</p> <p>Multi-ingredient and multi-source products from local bakeries, dairy cooperatives, coffee roasters, breweries, and other local processors and manufacturers for which less than 50 percent of the ingredients are both local and community-based.</p>
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Products that meet more than one of the criteria outlined above (e.g. products from local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in either of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

- Product description/type.
- Label, brand or producer.
- The category in which the product is being counted (i.e. Third Party Verified, Both Local and Community-Based, Other Sustainability Attributes) and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e. information about the producer and any sustainability certifications or claims justifying its inclusion, e.g. “Certified Organic”, “local farm-to-institution program”).

The inventory may provide details for just those products that meet the criteria or it may be comprehensive, i.e. inclusive all purchased food and beverage products whether they meet the criteria or not. See *F. Measurement* for further guidance on conducting an inventory.

Institutions in the U.S. and Canada with students running the Real Food Calculator may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been student-verified to be “Real Food A” or “Real Food B” may be counted as “third party verified or both local and community-based” (see *E. Reporting Fields*).

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution’s primary dining services contractor (e.g. Aramark, Bon Appetit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g. retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g. national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the *Sustainable Procurement* credit in Purchasing.

## Part 1

Institution’s dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or both local and community-based.

## Part 2

Conventional animal products comprise less than 30 percent of the institution's total dining services food and beverage expenditures.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that are NOT third party verified or both local and community-based (as outlined in the table above). Please note that products reported in the "other sustainability attributes" category are considered to be conventionally produced.

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

**Percentage of dining services food and beverage expenditures on products that are third party verified under one or more recognized food and beverage sustainability standards or both local and community-based (0-100):**

0

**Does the institution wish to pursue Part 2 of this credit (expenditures on conventional animal products)? (If data is not available, respond "No"):**

No

**Percentage of total dining services food and beverage expenditures on conventional animal products (i.e. meat, poultry, fish/seafood, eggs, and dairy products that are NOT third party verified or both local and community-based) (0-100):**

29

**A brief description of the sustainable food and beverage purchasing program, including how the sustainability impacts of products in specific categories are addressed (e.g. meat, poultry, fish/seafood, eggs, dairy, produce, tea/coffee):**

UNO Food Services & Catering:

They purchase goods from a number of local provides; such as Rotella Bakery and Hiland Dairy. Fair Trade coffees are purchased from Starbucks, Seattle's Best, and LaRue Coffee. Verification of products is through vendor records and their associated invoices.

Savor (Baxter Arena Food Provider):

Some of the local, community-based vendors used are Rotella Bakery, Loffredos, Custom Pack, and Jones Brothers Cupcakes.

**An inventory of the institution's sustainable food and beverage purchases that includes for each product: the description/type; label, brand or producer; and the category in which it is being counted and/or a description of its sustainability attribute(s):**

[Sample of Sustainable Food Inventory.xlsx](#)

**A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):**

UNO Food Services & Catering and Savor take an inventory of their storerooms monthly and track their purchases through their vendors. Inventory tracker that is required for this credit has not been created.

**Percentage of total dining services expenditures on Real Food A (0-100):**

0

**Percentage of total dining services expenditures on Real Food B (0-100):**

0

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

	Present?	Included?
Dining operations and catering services operated by the institution	Yes	Yes
Dining operations and catering services operated by a contractor	Yes	Yes
Student-run food/catering services	Yes	No
Franchises (e.g. national or global brands)	No	No
Convenience stores	Yes	Yes
Vending services	Yes	No
Concessions	Yes	Yes

**A brief description of purchased food and beverage products that have other sustainability attributes not recognized above :**

**UNO Food Services & Catering:**

They purchase goods from a number of local provides; such as Rotella Bakery and Hiland Dairy. Fair Trade coffees are purchased from Starbucks, Seattle's Best, and LaRue Coffee. Verification of products is through vendor records and their associated invoices.

**Savor (Baxter Arena Food Provider):**

Some of the local, community-based vendors used are Rotella Bakery, Loffredos, Custom Pack, and Jones Brothers Cupcakes.

**Additional percentage of dining services food and beverage expenditures on conventional products with other sustainability attributes not recognized above (0-100) :**

28

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

<http://www.unomaha.edu/sustainability/dining-food-services.php>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

**UNO Food Services & Catering:**

Purchases goods from a number of local provides; such as Rotella Bakery and Hiland Dairy. Fair Trade coffees are purchased from Starbucks, Seattle's Best, and LaRue Coffee. Verification of products is through vendor records and their associated invoices.

**Savor (Baxter Arena Food Provider):**

Some of the local, community-based vendors used are Rotella Bakery, Loffredos, Custom Pack, and Jones Brothers Cupcakes.

At the moment, we are working to develop a program to better track the amount purchased that meet the requirements of this category. The only information that is relatively easy to track at the moment is the food items that are purchased from local providers.



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**Score**

1.00 / 2.00

**Responsible Party****Sarah Burke**

Sustainability Coordinator

Student Affairs

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**Criteria**

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

**Part 2**

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g. U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g. LeanPath) to track and improve its food management practices;
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste;
- Donates food that would otherwise go to waste to feed people;
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion);
- Has a pre-consumer composting program;
- Has a post-consumer composting program;
- Utilizes reusable service ware for "dine in" meals;
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program);

- Offers discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution’s primary dining services contractor.

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

**Does the institution or its primary dining services contractor have a published sustainable dining policy?:**

No

**A brief description of the sustainable dining policy:**

UNO Food Services & Catering:

There is no written policy, however, they do specify in both their prime vendor contract and with their weekly produce bids that locally grown and/or processed products will receive preferential considerations for purchase.

**Does the institution or its primary dining services contractor source food from a campus garden or farm?:**

No

**A brief description of the program to source food from a campus garden or farm:**

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**Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or support such a program in the local community?:**

No

**A brief description of the farmers market, CSA or urban agriculture project:**

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**Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:**

Yes

**A brief description of the vegan dining program:**

UNO Food Services & Catering:

They have a dedicated vegan venue in the Food Court in the Milo Bail Student Center. They offer a number of vegan options in all of

their venues on campus.

Savor (Baxter Arena Food Provider):

This is customized and available upon request.

Scott Dining (Scott Housing Food Provider):

Working to offer a vegetarian option at every meal period (sometimes it is vegan)

**Does the institution or its primary dining services contractor host low impact dining events (e.g. Meatless Mondays)?:**

No

**A brief description of the low impact dining events:**

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**Does the institution or its primary dining services contractor host sustainability-themed meals (e.g. local harvest dinners)?:**

No

**A brief description of the sustainability-themed meals:**

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**Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:**

No

**A brief description of the sustainability-themed food outlet:**

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**Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labeling and signage in dining halls?:**

Yes

**A brief description of the sustainability labeling and signage in dining halls:**

UNO Food Services & Catering:

Their biodegradable & compostable serviceware is labeled stating these facts. They advertise that a product they are serving is from a local firm/provider/vendor/source.

Scott Dining (Scott Housing Food Provider):

They are starting to label all vegetarian and vegan options.

**Does the institution or its primary dining services contractor engage in outreach efforts to support learning and research about sustainable food systems?:**

Yes

**A brief description of the outreach efforts to support learning and research about sustainable food systems:**

UNO Food Services & Catering:

In collaboration with Campus Recreation, they established six different cooking and food option classes for students, faculty, and staff on campus.

Savor (Baxter Arena Food Provider):

Work with team nutritionist on what sustainable foods they offer.

**Does the institution or its primary dining services contractor have other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)?:**

Yes

**A brief description of the other sustainability-related dining initiatives:**

UNO Food Services & Catering:

Working with Human Resources to apply for the American Diabetes Association "Health Champion" certification. They also offer a number of diverse, ethnic food options both during International Education Week and throughout the school year.

**Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:**

No

**A brief description of the food recovery competition or commitment program or food waste prevention system:**

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**Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:**

No

**A brief description of the trayless dining or modified menu/portion program:**

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**Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:**

Yes

**A brief description of the food donation program:**

UNO Food Services & Catering:

Working with the student organization, Every Bite Counts, to donate leftover catering food to a local nonprofit that works with homeless and at-risk youth.

Savor (Baxter Arena Food Provider):

They donate their non-perishable leftovers.

**Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion)?:**

Yes

**A brief description of the food materials diversion program:**

All three of UNO's food providers (UNO Food Services & Catering, Savor, and Scott Dining) recycle their spent cooking oil to local companies for processing (either for animal feed or fuel)

**Does the institution or its primary dining services contractor have a pre-consumer composting program?:**

No

**A brief description of the pre-consumer composting program:**

UNO Food Services & Catering:

The majority of the food prepared is prepared to order. Food is not wasted by preparing ahead and having to dispose of the food if it is not purchased.

**Does the institution or its primary dining services contractor have a post-consumer composting program?:**

No

**A brief description of the post-consumer composting program:**

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**Does the institution or its primary dining services contractor utilize reusable service ware for “dine in” meals?:**

Yes

**A brief description of the reusable service ware program:**

Savor (Baxter Arena Food Provider):

Catered events use reusable serviceware.

Scott Dining (Scott Housing Food Provider):

All serviceware used is reusable (buffet-style facility): plates, bowls, glasses/mugs/cups, silverware.

**Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:**

Yes

**A brief description of the compostable containers and service ware:**

UNO Food Services & Catering:

All carryout/food containers offered are biodegradable and compostable items purchased from Eco-Products.

**Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations?:**

No

**A brief description of the reusable container discount or incentives program:**

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**Has the institution or its primary dining services contractor implemented other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging)?:**

No

**A brief description of other dining services materials management initiatives:**

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

<http://www.unomaha.edu/sustainability/dining-food-services.php>

**Additional documentation to support the submission:**

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# Grounds

Points Claimed 2.06

Points Available 4.00

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 resources.

From the institution:

Credit	Points
Landscape Management	0.06 / 2.00
Biodiversity	<div>2.00 / 2.00</div> <div>This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</div> <div><ul style="list-style-type: none"><li>Legally protected areas (e.g. IUCN Category I-VI)</li><li>Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)</li><li>Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)</li><li>Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)</li></ul></div> <div>Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the Integrated Biodiversity Assessment Tool (IBAT) for Research &amp; Conservation Planning, the U.S. Information, Planning, and Conservation (IPaC) decision support system, or an equivalent resource or study.</div> <div>Close</div>

# Landscape Management

Score	Responsible Party
0.06 / 2.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

Institution’s grounds include areas that are managed in accordance with:

- 1) An Integrated Pest Management (IPM) program;

Or

- 2) An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms*. Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

## Total campus area (i.e. the total amount of land within the institutional boundary):

683 Acres

## Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach	0 Acres
Area managed in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials	10 Acres
Area managed using conventional landscape management practices (which may include some IPM principles or techniques)	340 Acres



Total area of managed grounds	350 Acres
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**A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):**

Landscape services cares for approximately 350 acres of turf and landscaping planting beds on campus. The other 333 acres owned by UNO are our two preserves and the footprint of our buildings and impervious surfaces).

**Percentage of grounds managed in accordance with an IPM program:**

0

**A copy of the IPM plan or program:**

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**A brief description of the IPM program:**

Landscape Services goal is to provide a safe, healthy, and attractive campus. A staff of dedicated professionals ensures the campus green spaces and hard surfaces are appealing and usable in every season.

The landscape crew provides exterior pest control and disease management in turf, trees, and shrubs. They do this during the growing season, only if the problem becomes too difficult to manage, using natural, environmentally-friendly methods. Custodial Services manages the interior pest control. Both departments us an integrated pest management control program to reduce negative human and environmental impact.

Landscape Services has not used insecticide on the turf for years. If trees and shrubs are needing treatment, that service is contracted out to a local vendor.

**Percentage of grounds managed in accordance with an organic program:**

2.86

**A brief description of the organic land standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:**

10 acres on campus are exclusively managed only with ecologically preferable materials, with no use of inorganic fertilizers and chemical pesticides, fungicides, and herbicides. The products used by Landscape Services on these areas are Omagrow and Milorganite (both are organic products with Omagrow being a product created in Omaha).

For the rest of campus, Landscape Services works to manage our grounds using natural, environmentally-friendly methods. However, if the problem is too difficult to manage, other products may be used (inorganic fertilizers, pesticides, etc.). Insecticides have not been used on the turf for a number of years.

**A brief description of the institution's approach to plant stewardship:**

Fescue and Buffalograss have replaced Bluegrass as the turfgrass of choice. Native tallgrass planting has been added in place of traditional turfgrass.

**A brief description of the institution's approach to hydrology and water use:**

Retention ponds and rain gardens have been added throughout campus. The law requires retention ponds and rain gardens to be installed for all new construction of parking lots and buildings. UNO has approximately 50 gardens on campus. At Baxter Arena (North Side), there is 2,400 square feet of porous concrete installed.

**A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):**

Tree branches and yard waste is collected and taken to a local tree service where it is mulched/composted and returned to UNO for landscaping use.

**A brief description of the institution's approach to energy-efficient landscape design:**

All Bluegrass has been replaced with drought-tolerant fescue, removed in favor of xeriscaping or native tallgrasses, or has at least has its associated irrigation largely reduced.

**A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):**

Corn-derived de-icer has replaced salt for use on circulation roads in the winter.

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

<http://www.unomaha.edu/sustainability/water-sustainable-sites.php>

**Additional documentation to support the submission:**

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Score	Responsible Party
2.00 / 2.00	
<p>This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:</p> <ul style="list-style-type: none"><li>• Legally protected areas (e.g. IUCN Category I-VI)</li><li>• Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)</li><li>• Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)</li><li>• Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)</li></ul> <p>Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the <a href="#">Integrated Biodiversity Assessment Tool (IBAT) for Research &amp; Conservation Planning</a>, the U.S. <a href="#">Information, Planning, and Conservation (IPaC)</a> decision support system, or an equivalent resource or study.</p> <p>Close</p>	<p><b>Sarah Burke</b> Sustainability Coordinator Student Affairs</p>

Criteria
<p>Institution conducts one or both of the following:</p> <ul style="list-style-type: none"><li>• An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land;</li></ul> <p>And/or</p> <ul style="list-style-type: none"><li>• An assessment to identify environmentally sensitive areas on institution-owned or -managed land.</li></ul> <p>The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.</p> <p>Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.</p>

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

**Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:**

Yes

**A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:**

Glacier Creek Preserve is a topographically diverse nature preserve dedicated to the study and appreciation of the tallgrass prairie and associated ecosystems of eastern Nebraska. The site provides critical habitat for prairie flora and fauna with opportunities for education, research, and appreciation of prairie ecology and management. The preserve is composed of three tracts: the Allwine Prairie Tract (the original preserve), the Papio Tract and the Barbi Hayes Overlook. The Barn at Glacier Creek is an on-site Environmental Education and Research Facility that provides a field-connected laboratory for use by classes as they expand on their field investigations.

T.L. Davis Prairie is managed to provide habitat for loess bluff prairie biota to support teaching and research efforts as well to provide as a place to enjoy our natural heritage. The Preserve is a significant addition to the diversity of ecosystems available for research, education, and general appreciation, in that it adds the loess hill prairie and savanna-woodland ecosystems.

**Has the institution conducted an assessment or assessments to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or –managed land?:**

Yes

**Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or –managed land?:**

Yes

**The methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:**

Glacier Creek Preserve:

Flora: Landscape vegetation surveys of the Allwine Prairie Tract were conducted in 1979, 1993, 2009.

Fauna: Ongoing studies include a survey of small mammals from 2012-2014 on the un-farmed portion of the Papio Tract and Barbi Hayes Overlook as a first step in long-term monitoring of the effect of planned future restoration of these sites. Additional research on small mammal diversity is ongoing.

Butterfly Monitoring: Since 1998, twenty Pollard Transect butterfly population censuses have been conducted each year from early June to mid October; since 2001, data have also been collected on nectar plants visited by butterflies observed in the censuses. These data provide a characterization of the butterfly community at the Allwine Prairie tract of Glacier Creek Preserve, nectar plants utilized by the butterfly community, seasonal and annual variations in the community, butterfly dispersal, and determination of the effects of prescribed burning on butterfly populations.

T.L. Davis Prairie

Long term research plots were established in 2006 on the ridgetop loess hills prairie to assess plant community responses to savanna restoration efforts and to the reintroduction of fire to the ecosystem. An evaluation of the woodland vegetative composition was

conducted in 2014 with permanent plots in the woodlands planned for the future.

### **A brief description of identified species, habitats and/or environmentally sensitive areas:**

#### **Glacier Creek Preserve**

**Flora:** More than 320 species of woody and herbaceous plants have been identified. Quantitative surveys of the Preserve find slopes and hilltops of the tallgrass areas to be dominated by big bluestem with little bluestem and sideoats grama are common. Lowland areas are predominantly big bluestem, reed canary grass, and switchgrass. Little blue stem and sideoats grama dominate the mixed-grass prairie. Common forbs include wild indigo, black-eyed susan, leadplant, round-headed bush clover, greyhead prairie coneflower, rosinweed, Missouri goldenrod, and Canada goldenrod.

**Fauna:** Over 140 species of birds, amphibians, reptiles, and mammals have been observed in various locations throughout the preserve. Breeding bird species include the Mourning Dove, Meadowlark, Dickcissel, and Grasshopper Sparrow. The prairie also serves as a haven to migrant species such as LeConte's and Harris' Sparrows and Marsh Hawks. Mammals of the prairie and woodland include the White-tailed Deer, Thirteen-lined Ground Squirrel, Prairie Deer Mouse, White-footed Mouse Prairie Vole, Coyote and Red Fox. Fox Snakes and Red-sided Garter Snakes are also relatively common. A diverse invertebrate community includes 54 butterfly species.

#### **T.L. Davis Prairie**

The Preserve hosts a variety of habitats supporting a wide array of floral and faunal diversity. Preliminary plant surveys suggest that a high diversity of remnant prairie and savanna species exist at the Preserve. Upland prairie species include big and little bluestem, sideoats grama, june grass, plains muhly, blue-eyed grass, white and purple prairie clover, lead plant, indian plantain, stiff and Missouri goldenrod, whorled milkweed, and round-headed bush clover. Woodland and savanna species include an overstory mostly of bur oak with an understory of white snakeroot, columbine, tall bellflower, white vervain, and slender wild rye. A survey of terrestrial fauna has yet to be conducted. Fish surveys conducted at the Elkhorn River access area include many native fish species.

### **A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:**

#### **Glacier Creek Preserve:**

**Land Management:** Prescribed burning is essential to the management of the Preserve. In 1974, the recently restored Preserve was burned in its entirety. In 1975, the Preserve was divided into three management units with only one unit burned each year. Prescribed burns are conducted in late spring with management units burned in rotation to simulate a three-year fire return interval. Research plots are burned every spring, summer, and fall. Because grazing was a significant part of the historic tallgrass prairie, future plans include introduction of grazers. In addition to prescribed burning, land management at the Preserve includes mechanical and chemical control of invasive species, over-seeding areas to increase plant diversity, restoration of newly acquired or disturbed areas, tree removal and occasional haying.

**Research:** Long-term research at the Preserve provides information on changes in plant and animal populations and communities that occur over time which, among other benefits, aids in deciding how to best manage this and other preserves.

#### **T.L. Davis Prairie**

Current management of the Preserve is designed to remove most trees and shrubs in the prairie portion of the Preserve with the intent of approximating the upland prairie's historic distribution, as inferred from 1941 aerial photographs of the site. The forests of the mid- and lower-slopes will be maintained intact but with efforts to control exotic species, particularly garlic mustard.

### **The website URL where information about the programs or initiatives is available:**

<http://www.unomaha.edu/college-of-arts-and-sciences/biology/nature-preserves/index.php>

**Additional documentation to support the submission:**

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# Purchasing

Points Claimed 1.91

Points Available 6.00

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	Points
Sustainable Procurement	1.75 / 3.00
Electronics Purchasing	0.00 / 1.00
Cleaning and Janitorial Purchasing	0.00 / 1.00
Office Paper Purchasing	0.16 / 1.00

Score	Responsible Party
1.75 / 3.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Part 1

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of the institution’s business partners (i.e. product and service providers).

Part 2

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

Please note that LCCA is a method for assessing the *total cost of ownership* over the life cycle of a product or system (i.e. purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the *environmental impacts* of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)	<ul style="list-style-type: none"><li>• Published measures to minimize the use of chemicals.</li><li>• A stated preference for green cleaning services and third party certified products.</li></ul>
2) Construction and renovation (e.g. furnishings and building materials).	<ul style="list-style-type: none"><li>• A stated preference for materials that meet LEED requirements.</li></ul>



3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)	<ul style="list-style-type: none"> <li>Published measures to reduce the demand for equipment.</li> <li>A stated preference for ENERGY STAR or EPEAT registered products.</li> </ul>
4) Food services (i.e. franchises, vending services, concessions, convenience stores)  (Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining).	<ul style="list-style-type: none"> <li>Including sustainability objectives in contracts with on-site franchises.</li> <li>Requiring that franchises pay a living wage to employees.</li> </ul>
5) Garments and linens	<ul style="list-style-type: none"> <li>Published labor and human rights standards that suppliers must meet.</li> </ul>
6) Professional services (e.g. architectural, engineering, public relations, financial)	<ul style="list-style-type: none"> <li>A stated preference for disadvantaged or community-based service providers.</li> <li>A stated preference for B Corporations.</li> </ul>
7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)	<ul style="list-style-type: none"> <li>Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.</li> <li>A stated preference for clean and renewable technologies.</li> </ul>
8) Wood and paper	<ul style="list-style-type: none"> <li>A stated preference for post-consumer recycled, agricultural residue or third party certified content.</li> <li>A stated preference for FSC certified printing services.</li> </ul>
9) Other commodity categories that the institution has determined to have significant sustainability impacts	<ul style="list-style-type: none"> <li>Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.</li> </ul>

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

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

**Does the institution have written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide?:**

Yes

**A copy of the policies, guidelines or directives:**

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**The policies, guidelines or directives:**

The Procurement Office is committed to buying more environmentally preferable goods and services as long as they meet our performance needs, and they are available within a reasonable period of time at a reasonable cost.

By including environmental considerations in our procurement decisions, along with our traditional concerns with price, performance and availability, we will remain fiscally responsible while promoting products and services that have a reduced effect on human health and the environment.

UNO's "Green Purchasing" strategy is to develop policies consistent with the following:

- Minimize the consumption of natural resources by reviewing current and proposed future usage and evaluating the pros and cons of alternatives.
- Seek alternatives to products and processes that are detrimental to the environment by using more "environmentally friendly" products and processes.
- Minimize waste, including any packaging, waste produced by the product (or service) in questions, and waste generated by the eventual disposal of the product.
- Maximize the reuse and recycling of materials.
- Stimulate demand for "environmentally friendly" products by letting manufacturers and suppliers know the environmental performance we are looking for in products.

**Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:**

Yes

**Which of the following best describes the institution's use of LCCA?:**

Institution employs LCCA less comprehensively, e.g. for certain types of systems or projects and not others

**A brief description of the LCCA policy and/or practices:**

The UNO LCCA for Facilities is a more of a practice than a policy and is normally only completed for larger equipment components. LCCA is used on occasions to determine the most cost effective equipment to select for purchase to be installed the Central Utilities Plant (CUP).

One of the most recent times, LCCA was used in the evaluation and selection of two new 1250 ton chillers for the CUP. The evaluation was based on the part load performance operational conditions and run times at 25%, 50%, 75% and 90% loading conditions. Manufacturer's quotes and data were to include purchase price, performance data containing chiller KW/ton at each part load condition, and expected routine maintenance services/intervals. This information was then used to complete a spreadsheet for the 20-year life cycle cost analysis (LCCA).

**Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:**

Yes

**A brief description of the published sustainability criteria for chemically intensive products and services:**

Environmental Health & Safety purchases on Green-Seal certified cleaning products as their standard practice. While the cleaning product program is not certified, Custodial Services has adopted a low impact cleaning program for both chemicals and equipment. For example: non-stripping chemicals & wax, non-acid chemicals, non-aerosol products, and certified green all-in-one products for multiple task disinfectants.

**Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials)?:**

Yes

**A brief description of the published sustainability criteria for construction and renovation products:**

UNO's Building Design Policy requires all new construction and major renovations projects to be built to the LEED certified level. The LEED building scorecard has a section for "Materials and Resources", so while it is not mandatory for UNO to pursue this credit, it is an option to meet the certified level.

**Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?:**

Yes

**A brief description of the published sustainability criteria for IT products and services:**

All bulk purchases are coordinated through the Information Services (IS) department, which enforces the guidelines they developed. All central computing on campus is under the direction of IS, who ensures that the University adheres to these guidelines.

[http://www.unomaha.edu/sustainability/\\_docs/UNO\\_IT\\_GreenGuidelines\\_v2.pdf](http://www.unomaha.edu/sustainability/_docs/UNO_IT_GreenGuidelines_v2.pdf)

**Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:**

No

**A brief description of the published sustainability criteria for food services:**

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**Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:**

No

**A brief description of the published sustainability criteria for garments and linens:**

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**Does the institution have published sustainability criteria to be applied when evaluating professional services (e.g. architectural, engineering, public relations, financial)?:**

No

**A brief description of the published sustainability criteria for professional services:**

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**Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?:**

No

**A brief description of the published sustainability criteria for transportation and fuels:**

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**Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?:**

No

**A brief description of the published sustainability criteria for wood and paper products:**

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**Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?:**

No

**A brief description of the published sustainability criteria for other commodity categories:**

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

<http://www.unomaha.edu/sustainability/procurment.php>

**Additional documentation to support the submission:**

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# Electronics Purchasing

Score	Responsible Party
0.00 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

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

# Cleaning and Janitorial Purchasing

Score	Responsible Party
0.00 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

Institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g. floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products.

Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other janitorial products and materials (e.g. cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

# Office Paper Purchasing

Score	Responsible Party
0.16 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Total expenditures on office paper :

85,948 US/Canadian \$

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	31,075 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled label)	1,117 US/Canadian \$

Percentage of expenditures on office paper that is 90-100 percent post-consumer recycled and/or agricultural residue content and/or FSC Recycled label:

1.30

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

FY15-16

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

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**Additional documentation to support the submission:**

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# Transportation

Points Claimed 2.73

Points Available 7.00

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	Points
Campus Fleet	0.07 / 1.00
Student Commute Modal Split	0.74 / 2.00
Employee Commute Modal Split	0.52 / 2.00
Support for Sustainable Transportation	1.40 / 2.00

Score	Responsible Party
0.07 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric (including electric assist utility bicycles and tricycles)
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses, electric assist cycles, and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

**Total number of vehicles (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution’s fleet:**

74

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

	Number of Vehicles
--	--------------------

Gasoline-electric, non-plug-in hybrid	1
Diesel-electric, non-plug-in hybrid	0
Plug-in hybrid	0
100 percent electric	1
Fueled with compressed natural gas (CNG)	3
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

**Do the figures reported above include leased vehicles?:**

Yes

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

There is currently no effort to support alternative fuel and power technology. Our campus fleet is not centralized so each department/office gets to choose what vehicle they want to purchase/lease to fits their needs and adheres to our current procurement policies.

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

<http://www.unomaha.edu/accounting-services/procurement-office/policies/index.php>

**Additional documentation to support the submission:**

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# Student Commute Modal Split

Score	Responsible Party
0.74 / 2.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

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

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

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

**Total percentage of students (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation (0-100):**

37

**A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:**

University-wide survey conducted in April 2016 (this survey will be administered every year). Participation in the survey was advertised in the University Newsletter, Social Media, Emails, and Word of Mouth.

**The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::**

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	63
Walk, bicycle, or use other non-motorized means	10
Vanpool or carpool	8
Take a campus shuttle or public transportation	18

Use a motorcycle, scooter or moped	1
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**The website URL where information about the programs or initiatives is available:**

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**Additional documentation to support the submission:**

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# Employee Commute Modal Split

Score	Responsible Party
0.52 / 2.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

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

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

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

**Total percentage of the institution’s employees that use more sustainable commuting options as their primary method of transportation:**

26

**A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:**

University-wide survey conducted in April 2016 (This survey will be administered every year). Participation in the survey was advertised in the University Newsletter, Social Media, Emails, and Word of Mouth.

**The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::**

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	74
Walk, bicycle, or use other non-motorized means	8
Vanpool or carpool	7

Take a campus shuttle or public transportation	4
Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	5

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

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**Additional documentation to support the submission:**

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# Support for Sustainable Transportation

Score

1.40 / 2.00

Responsible Party

**Sarah Burke**

Sustainability Coordinator

Student Affairs

## Criteria

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

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
- Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a “complete streets” or bicycle accommodation policy)
- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option, for employees, either as a matter of policy or as standard practice, that reduces employee commuting
- Has incentives or programs to encourage employees to live close to campus
- Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)

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

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

Yes

**A brief description of the facilities for bicycle commuters:**



UNO Wellness Center is available for free to all students while taking on campus courses. Faculty and staff do have the option to purchase a limited membership to the Wellness Center which provides them access M-F from 6am-1pm and all day on Saturday. Locker rentals are also available. Bike racks are located in the parking garage adjacent to the Wellness Center.

**Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:**

Yes

**A brief description of the bicycle parking and storage facilities:**

Bicycle parking is available throughout campus, near most occupied, non-residential buildings and near all residence halls. A bicycle parking map is available.

[http://www.unomaha.edu/business-and-finance/support-services/\\_documents/1415-0454-Bike-Rack-Map](http://www.unomaha.edu/business-and-finance/support-services/_documents/1415-0454-Bike-Rack-Map)

-1tel.pdf

**Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?:**

No

**A brief description of the bicycle and pedestrian plan or policy:**

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

Yes

**A brief description of the bicycle sharing program:**

UNO participates in the Heartland B-Cycle program, Omaha's nonprofit bike-sharing program that currently has 33 stations and 180 bikes in their system. UNO is home to two stations with ~10-15 bikes available.

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

Yes

**A brief description of the mass transit programs:**

MavRide provides free bus passes to active students, faculty, and staff. The MavRide program allows access to all Metro Transit busing during their hours of operation.

UNO provides a free shuttle service within and between campuses and from remote parking locations to campus.

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

Yes

**A brief description of the guaranteed return trip program:**

The Emergency Ride Home program allows for a free taxi ride up to 4 times a year for those using sustainable transportation to get to and from campus.

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

Yes

**A brief description of the carpool/vanpool program:**

UNO used ZimRide for our carpooling program (as of July 2016 the partnership has ended). In August 2016, Parking Services created the UNO Ride Matching Program (which they manage).

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

Yes

**A brief description of the car sharing program:**

UNO has ZipCars on our Dodge and Scott Campuses.

<http://www.zipcar.com/unomaha>

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

No

**A brief description of the electric vehicle recharging stations:**

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

No

**A brief description of the telecommuting program:**

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**Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:**

No

**A brief description of the condensed work week option:**

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

No

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

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**Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:**

No

**A brief description of other strategies to reduce the impact of commuting:**

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

<http://www.unomaha.edu/sustainability/transporation-alternatives.php>

**Additional documentation to support the submission:**

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Points Claimed 4.02

Points Available 10.00

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.

From the institution:

In our previous report, we did not include any of our housing facilities. This report now includes all of housing as well as our new hockey arena.

Credit	Points
Waste Minimization and Diversion	3.02 / 8.00
Construction and Demolition Waste Diversion	0.00 / 1.00
Hazardous Waste Management	1.00 / 1.00

# Waste Minimization and Diversion

Score	Responsible Party
3.02 / 8.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Part 1

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

Part 2

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.50 tons (0.45 tonnes) per weighted campus user.

## Part 3

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

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

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

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

---

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

### Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	446.06 Tons	320 Tons
Materials composted	24 Tons	0 Tons
Materials donated or re-sold	39.94 Tons	0 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	997.94 Tons	852 Tons
Total waste generated	1,507.94 Tons	1,172 Tons

**A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:**

---

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

	Start Date	End Date
Performance Year	July 1, 2015	June 30, 2016
Baseline Year	July 1, 2008	June 30, 2011

**A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):**

The baseline was the best estimate of the average expected over a 3 year timeframe. Adjustments were made this year on the way of estimations were calculated, thus the differences between our previous report and current report. Housing waste was not included in the previous report (baseline adjusted to now contain housing waste).

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of students resident on-site	1,977	1,660
Number of employees resident on-site	3	3
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	12,482	11,629
Full-time equivalent of employees (staff + faculty)	1,913	1,661
Full-time equivalent of students enrolled exclusively in distance education	681.50	283
Weighted campus users	10,780.13	10,171

**Total waste generated per weighted campus user:**

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

Total waste generated per weighted campus user	0.14 <i>Tons</i>	0.12 <i>Tons</i>
--	------------------	------------------

**Percentage reduction in total waste generated per weighted campus user from baseline (0-100):**

0

**Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:**

33.82

**Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):**

33.82

**In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:**

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	Yes
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	No
Pallets	Yes



Tires	Yes
Other (please specify below)	Yes

**A brief description of other materials the institution has recycled, composted, donated and/or re-sold:**

Other materials that were included in our totals were tools and vehicles.

**Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed) :**

0 Tons

**Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:**

Yes

**Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:**

Yes

**Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:**

No

**Average contamination rate for the institution's recycling program (percentage, 0-100):**

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**A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:**

The Office of Sustainability is currently working on a schedule to routinely conduct waste audits.

**A brief description of the institution's waste-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:**

The Sustainability Website offers tips in regards to waste reduction and recycling.

**A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:**

The Office of Sustainability is currently conducting a waste program review to identify areas for improvement and to create a standard operating procedure for waste. This includes creating signage for waste bins and working to expand the University's standard bin type to more of campus.

**A brief description of the institution's procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk):**

The Procurement Office is committed to buying more environmentally preferable goods and services as long as they meet the performance needs and they are available within a reasonable period of time at a reasonable cost.

<http://www.unomaha.edu/accounting-services/procurement-office/goods-and-equipment/sustainable-purchasing.php>

**A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:**

Surplus properties receives, re-distributes, and sells excess University property. There is no charge for pickup and delivery of equipment on the UNO campus. Most surplus property items are available to University departments. If departments are interested in something or would like to make a request for future items, they just need to fill out a form.

Usable equipment and furniture (not requested by another department) is taken to a local company to be repurposed and redistributed. Large items (such as exercise equipment) are posted on Craig's List.

<http://www.unomaha.edu/business-and-finance/support-services/mail-services/surplus-property.php>

**A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse (e.g. of electronics, furnishings, books and other goods):**

Surplus Property receives, redistributes, and sells excess University property. There is no charge for pick up and delivery of equipment on the UNO campus. Most surplus property items are available to University departments. If departments are interested in something or would like to make a request for future items, they just need to fill out a form.

<http://www.unomaha.edu/business-and-finance/support-services/mail-services/surplus-property.php>

**A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):**

Most centralized printing areas are set to print double-sided as the default. In addition, most offices no longer have individual printers (unless needed for confidentiality reasons).

Students pay for printing on campus and receive a small discount if they print double-sided.

**A brief description of the institution's initiatives to make materials (e.g. course catalogs, course schedules, and directories) available online by default rather than printing them:**

The University no longer prints course catalogs and only sparingly makes directories available in print. In addition, faculty are encouraged to use a number of online tools to eliminate the need for printing.

**A brief description of the institution's program to reduce residence hall move-in/move-out waste:**

Residence Life partnered with a local nonprofit, YouthMart, with assistance from Leadership Omaha to donate all discarded, usable materials during Move-Out 2016. Any unopened, non-perishable food items were donated to Maverick Food Pantry. It is the hope of Residence Life to partner with YouthMart in the future to make this an annual event.

**A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:**

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

<http://www.unomaha.edu/sustainability/waste-recycling.php>

**Additional documentation to support the submission:**

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# Construction and Demolition Waste Diversion

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Score	Responsible Party
0.00 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

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**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.

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

# Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards® and/or Responsible Recycling (R2) standards.

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

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

Yes

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

Waste minimization is taught when people begin working in labs and with hazardous wastes/materials and is revisited during laboratory and department audits.

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

All items are disposed via a Hazardous Waste broker. Veolia Environmental Services handles hazardous and non-regulated chemical waste. Retrofit Recycling handles all of our mercury and other lighting universal waste. Batteries are recycled using Interstate Battery in Omaha.

**A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:**

No significant releases to the environment during that time.

**A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:**

The Chemistry Department maintains a database of materials and ensures faculty members consider available chemicals prior to ordering new materials. When lab cleanouts are performed, redistribution is coordinated with the department chairs to ensure what should be disposed and what still has a good useful life and purpose is redistributed.

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:**

Yes

**Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:**

Yes

**A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:**

UNO uses a local vendor, American Recycling. All of University generated electronic waste is taken to them.

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

Electronic collection from students only occurs during special events.

**Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:**

Yes

**Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:**

8.58 *Tons*

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

<http://www.unomaha.edu/business-and-finance/support-services/environmental-health-and-safety/chemical-safety.php>

**Additional documentation to support the submission:**

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Points Claimed 1.00

Points Available 7.00

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

From the institution:

In our previous report, we did not include any of our housing facilities. This report now includes all of housing as well as our new hockey arena.

Credit	Points												
	0.00 / 5.00												
	<p>This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's Aqueduct Water Risk Atlas and detailed in the following table:</p>												
Water Use	<table><tr><th>Physical Risk QUANTITY</th><th>Points Available For Each Part</th><th>Total Available Points For This Credit</th></tr><tr><td>Low and Low to Medium Risk</td><td>1■</td><td>4</td></tr><tr><td>Medium to High Risk</td><td>1■</td><td>5</td></tr><tr><td>High and Extremely High Risk</td><td>2</td><td>6</td></tr></table>	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	Low and Low to Medium Risk	1■	4	Medium to High Risk	1■	5	High and Extremely High Risk	2	6
Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit											
Low and Low to Medium Risk	1■	4											
Medium to High Risk	1■	5											
High and Extremely High Risk	2	6											
	Close												
Rainwater Management	1.00 / 2.00												

# Water Use

Score

Responsible Party

0.00 / 5.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
Low and Low to Medium Risk	1■	4
Medium to High Risk	1■	5
High and Extremely High Risk	2	6

[Close](#)

**Sarah Burke**  
Sustainability Coordinator  
Student Affairs

## Criteria

### Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

### Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

### Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

**Level of "Physical Risk QUANTITY" for the institution's main campus as indicated by the World Resources Institute's Aqueduct Water Risk Atlas:**



Medium to High

**Total water use (potable and non-potable combined):**

	Performance Year	Baseline Year
Total water use	84,802,257 <i>Gallons</i>	54,250,570 <i>Gallons</i>

**Potable water use:**

	Performance Year	Baseline Year
Potable water use	84,802,257 <i>Gallons</i>	54,250,570 <i>Gallons</i>

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

	Start Date	End Date
Performance Year	July 1, 2015	June 30, 2016
Baseline Year	July 1, 2008	June 30, 2011

**A brief description of when and why the water use baseline was adopted:**

The baseline was adopted to be representative of the three most recent years with reliable data.

**Figures needed to determine "Weighted Campus Users":**

	Performance Year	Baseline Year
Number of students resident on-site	1,977	1,660
Number of employees resident on-site	3	3
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	12,482	11,629

Full-time equivalent of employees (staff + faculty)	1,913	1,661
Full-time equivalent of students enrolled exclusively in distance education	681.50	283
Weighted campus users	10,780.13	10,171

**Potable water use per weighted campus user:**

	Performance Year	Baseline Year
Potable water use per weighted campus user	7,866.54 <i>Gallons</i>	5,333.85 <i>Gallons</i>

**Percentage reduction in potable water use per weighted campus user from baseline (0-100):**

0

**Gross floor area of building space:**

	Performance Year	Baseline Year
Gross floor area	4,126,579 <i>Gross Square Feet</i>	2,985,756 <i>Gross Square Feet</i>

**Potable water use per unit of floor area:**

	Performance Year	Baseline Year
Potable water use per unit of floor area	20.55 <i>Gallons / GSF</i>	18.17 <i>Gallons / GSF</i>

**Percentage reduction in potable water use per unit of floor area from baseline (0-100):**

0

**Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):**

Yes

**Area of vegetated grounds:**

	Performance Year	Baseline Year
Vegetated grounds	645.34 <i>Acres</i>	475.16 <i>Acres</i>

**Total water use (potable + non-potable) per unit of vegetated grounds:**

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	131,407.10 <i>Gallons / Acre</i>	114,173.27 <i>Gallons / Acre</i>

**Percentage reduction in total water use per unit of vegetated grounds from baseline (0-100):**

0

**A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:**

Sustainability website provides tips on water conservation.

**A brief description of the institution's water recovery and reuse initiatives:**

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**A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):**

UNO Facilities:

Building renovations and retrofits utilize current code prescribed water saving fixtures at all locations (low flow toilets, urinals, and faucets). It is a practice not a policy to replace appliances, equipment, and systems with water-efficient alternatives.

UNO Housing:

Maverick and University Village have low flow shower heads (1.5 gpm). Water boilers for University Village have been replaced with more energy- and water-efficient alternatives. Dishwashers and Maverick Village's water heaters are not scheduled for replacement until 2020 or later.

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

<http://www.unomaha.edu/sustainability/water-sustainable-sites.php>

**Additional documentation to support the submission:**

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# Rainwater Management

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Score

1.00 / 2.00

Responsible Party

**Sarah Burke**  
Sustainability Coordinator  
Student Affairs

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## Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

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

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

### Which of the following best describes the institution's approach to rainwater management?:

Less comprehensive policies, plans or guidelines that incorporate green infrastructure

### A brief description of the institution's green infrastructure and LID practices:

Landscape Management:

Retention ponds and rain gardens have been added to campus. The law requires retention ponds and rain gardens to be installed for any new construction of parking lots and buildings. There are approximately 50 gardens on campus. At Baxter Arena (North Side), 2,400 square feet of porous concrete has been installed.

UNO Housing:

A stormwater retention pool is located behind the West Parking Garage next to Maverick Village.

### A copy of the institution's rainwater management policy, plan, and/or guidelines:

---

### A brief description of the institution's rainwater management policy, plan, guidelines and/or practices that supports the responses above:

The law requires retention ponds and rain gardens to be installed for all new construction of parking lots and buildings.

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

<http://www.unomaha.edu/sustainability/water-sustainable-sites.php>

**Additional documentation to support the submission:**

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# Planning & Administration

## Coordination & Planning

**Points Claimed** 7.75

**Points Available** 8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	3.75 / 4.00
Participatory Governance	3.00 / 3.00

# Sustainability Coordination

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**Score**

1.00 / 1.00

**Responsible Party**

**Sarah Burke**

Sustainability Coordinator  
Student Affairs

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## Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g. an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g. "Academic Affairs Sustainability Taskforce") does not count toward scoring in the absence of institution-wide coordination.

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

## Does the institution have at least one sustainability committee?:

Yes

## The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

Chancellor's Sustainability Committee:

Formed in 2013, this committee is appointed by the Chancellor to promote sustainability efforts on the UNO campus. The UNO Sustainability Committee, charged by the Chancellor, shall serve to advise the Administration on sustainability-related matters by:

- Identifying sustainability opportunities and developing recommended priorities and action plans for implementation;
- Integrating sustainability with campus operations, education and outreach, wherever and whenever prudence dictates; and
- Engaging the campus and community in an ongoing dialogue about sustainability.

<http://www.unomaha.edu/sustainability/sustainability-team.php>

College of Business Administration's Green Team:

Formed in 2011 this group works together to outline sustainability goals for the college.

<http://nbdc.unomaha.edu/cbagreenteam/home.cfm>  
[stars.aashe.org](http://stars.aashe.org)

Student Government's Sustainability Committee:

Formed in 2012, this is the leading student organization that directs most student-led sustainability efforts on campus.

<http://nebraskaomaha.orgsync.com/org/studentgovernment/home>

**Members of each committee, including affiliations and role (e.g. staff, student, or faculty):**

Chancellor's Sustainability Committee:

Permanent Members:

- Vice Chancellor, Student Affairs & Enrollment Management
- Sustainability Coordinator
- Director, Facilities Management & Planning
- Director, Center for Urban Sustainability
- Chair, Student Government Sustainability Committee
- Appointee, Student Affairs

Appointed Members (rotating) - Representatives from the following departments:

- University Communications
- Business and Finance
- Faculty
- Athletics
- The Scott Campus
- Community Member
- Faculty Senate Representative
- Staff Advisory Council Representative

<http://www.unomaha.edu/sustainability/sustainability-team.php>

College of Business Administration's Green Team:

Comprised of representatives from every department of CBA.

<http://nbdc.unomaha.edu/cbagreenteam/home.cfm>

Student Government's Sustainability Committee:

Comprised of about 6 student senators.



**Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:**

Yes

**A brief description of each sustainability office:**

The Office of Sustainability was formed in November 2015 with the hiring of UNO's first Sustainability Coordinator. The focus of the office is to implement the Sustainability Master Plan and expand sustainability activities across campus. Additionally, the office is charged with engaging the campus community about sustainability through activities and events along with the City of Omaha.

**Full-time equivalent (FTE) of people employed in the sustainability office(s):**

1

**Does the institution have at least one sustainability officer?:**

Yes

**Name and title of each sustainability officer:**

Sarah Burke - Sustainability Coordinator

**Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:**

Yes

**A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:**

Chancellor's Sustainability Committee:

- Created UNO's Sustainability Master Plan, released in 2014
- Created UNO's Vision for Sustainability
- Helped craft IS Green Technology Guidelines

Sustainability Coordinator:

- Advised the launch of UNO's Campus Kitchen
- Streamlined data collection and reporting
- Organized sustainability events on campus (presentations, tours, activities)

**Job title of the sustainability officer position:**

Sustainability Coordinator

**Job description for the sustainability officer position:**

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**Job description for the sustainability officer position:**

The Sustainability Coordinator facilitates the implementation of the recently completed Sustainability Master Plan and helps support sustainability-based curricular and co-curricular programs, events, and research activities for the campus community. They work closely with the Chancellor's Sustainability Committee, campus departments, student government, community partners, and a variety of campus clubs and organizations.

**Job title of the sustainability officer position (2nd position):**

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**Job description for the sustainability officer position (2nd position):**

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**Job description for the sustainability officer position (2nd position):**

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**Job title of the sustainability officer position (3rd position):**

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**Job description for the sustainability officer position (3rd position):**

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**Job description for the sustainability officer position (3rd position):**

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

<http://www.unomaha.edu/sustainability/committee.php>

**Additional documentation to support the submission:**

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# Sustainability Planning

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**Score**

3.75 / 4.00

**Responsible Party**

**Sarah Burke**  
Sustainability Coordinator  
Student Affairs

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## Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

The criteria may be met by any combination of published plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

**Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :**

Yes

**A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:**

Academics & Student Affairs identified sustainability as one of five priority areas for the University in 2012. UNO's Campus Priorities: Charting a Clear Vision for 20/20 makes the case for why UNO should continue to expand its sustainability-related academic offerings and research.

**A copy of the strategic plan:**

[campus\\_priorities\\_022012.pdf](#)

**The website URL where the strategic plan is publicly available:**

---

**Does the institution have a published sustainability plan (apart from what is reported above)? :**

Yes

**A copy of the sustainability plan:**

[UNO Sustainability Master Plan - FINAL - V3.pdf](#)

**The website URL where the sustainability plan is publicly available:**

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**Does the institution have a published climate action plan (apart from what is reported above)? :**

No

**A copy of the climate action plan:**

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**The website URL where the climate action plan is publicly available:**

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**Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :**

Yes

**A list of other published plans that address sustainability, including public website URLs (if available):**

UNO's Strategic Plan:

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:**

Yes

**A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:**

Sustainability Master Plan:

UNO's Vision/Goal -

All graduates, faculty, and staff are sustainability literate. Sustainability literacy is embedded in curricular and co-curricular programs, and it is realized in the (physical and virtual) classroom and through experiential learning on and off campus.

Secondary Metrics -

UNO will continue tracking progress toward earning more STARS points. It is expected that the University will earn 75% (30/40) of the Curriculum Points by 2025 through improved tracking of existing efforts and expansion of sustainability education across the University.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:**

Yes

**A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:**

Sustainability Master Plan:

UNO's Vision/Goal -

UNO is nationally recognized for the advancement of sustainability research.

Secondary Metrics -

UNO will continue tracking progress toward earning more STARS points. It is expected that the University will earn 89% (16/18) Research points by 2025 through improved tracking of existing efforts and expansion of sustainability research across the University.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:**

Yes

**A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:**

Sustainability Master Plan:

UNO's Vision/Goals -

Sustainability is an integral part of UNO's culture and identity. Students, faculty, staff, and administrators make decisions that are environmentally friendly, socially responsible, and financially feasible.

Metrics -

UNO Sustainability Index: 75% by 2025

Campus Engagement STARS points: 100% by 2025

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:**

Yes

**A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:**

Sustainability Master Plan:

UNO's Vision/Goals -

UNO is a model of dynamic sustainability thinking and practices for the community it serves and is a well-known and ready community resource.

Metric -

Public Engagement STARS points: 100% by 2020

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:**

Yes

**A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:**

Sustainability Master Plan:

UNO's Vision/Goals -

UNO uses energy efficiently and strives to have energy produced from renewable and carbon-neutral sources equal to the amount consumed.

Metric -

Metric Tons of CO2 equivalent: 60% reduction by 2030

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:**

Yes

**A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:**

Sustainability Master Plan:

UNO's Vision/Goals -

When needed, new buildings are designed and built to the best resource conservation standards.

While no measureable targets were outlined in the Sustainability Master Plan, by order of the President of the Nebraska University System, all new construction and major renovations must be up to LEED standards.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:**

Yes

**A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:**

Sustainability Master Plan:

UNO's Vision/Goals -

UNO uses energy efficiently and strives to have energy produced from renewable and carbon-neutral sources equal to the amount consumed. UNO uses existing, efficient building spaces to their fullest.

Metric -

Weather-Normalized kBTU/ft<sup>2</sup>: 35% reduction by 2025

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:**

Yes

**A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:**

Sustainability Master Plan:

While the Sustainability Master Plan does not have measurable targets that address Food & Dining (like it does for other categories), it does state that the University should focus on sourcing food that is local and/or community-based and that meet relevant third-party certifications.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:**

Yes

**A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:**

Sustainability Master Plan:

UNO's Vision/Goals -

Water is efficiently used within buildings and prudently used in landscaping. Rainfall is managed so to meet a portion of campus needs.

Metric -

Gallons per weighted campus user: 25% reduction by 2025

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:**

Yes

**A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:**

Sustainability Master Plan:

UNO's Vision/Goals -

All purchasing decisions include lifecycle cost and closed loop considerations.

Metric -

% of purchases that are "green": 50% by 2025

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:**

Yes

**A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:**

Sustainability Master Plan:

UNO's Vision/Goals -

UNO has a sustainably designed, walkable campus with buildings and outdoor spaces that are inviting and nature-inspired. The majority of people travel to campus by walking, biking, transit, or carpool. Many students live on campus, and virtual meetings/classes eliminate the need for some trips.

Metrics -

Campus population per parking stall: 2.24 by 2020

% of single occupancy vehicle commute trips: 40% by 2025

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:**

Yes

**A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:**

Sustainability Master Plan:



UNO's Vision/Goals -

UNO reduces, reuses, and recycles nearly all materials to the extent that very few waste products are sent to the landfill.

Metrics -

% diverted from landfill: 61% by 2020

Tons of waste + recycling per weighted campus user: 25% reduction by 2025

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:**

Yes

**A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:**

Sustainability Master Plan:

UNO's Vision/Goals -

Water is efficiently used within buildings and prudently used in landscaping. Rainfall is managed so as to meet a portion of campus needs.

Metric -

Gallons per weighted campus user: 25% reduction by 2025

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:**

Yes

**A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:**

UNO's Strategic Plan:

Goal 1: UNO will be recognized as a student-centered metropolitan university.

Sub-Goal D: UNO will increase the educational opportunities for students from underrepresented populations.

UNO will:

- Objective 1: Increase recruitment, retention, and graduation rates of students from underrepresented populations.
- Objective 2: Recognize the unique challenges faced by under-represented populations and sustain and expand programs that are responsive to students' needs.
- Objective 3: Increase recruitment and retention of a diverse faculty and staff.

Sub-Goal E: UNO will foster an institutional culture and climate that attracts and develops students, faculty and staff of diverse talents and backgrounds.

UNO will:

- Objective 1: Demonstrate and assess a welcoming environment based on a community of learners and an appreciation of differences.
- Objective 2: Recruit and support underrepresented students from Omaha and the metropolitan region.
- Objective 3: Design, maintain, promote and assess programs and services designed to recruit and develop student, faculty, and staff of diverse talents and backgrounds.

- Objective 4: Recruit and support international students.

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:**

No

**A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:**

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**Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:**

Yes

**A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:**

UNO's Strategic Plan:

Create a supportive culture that enhances students' experiences and success (dimensions of wellness, academic support centers, and learning communities). As measured by: survey data (NSSE, wellness, graduation) and unit/program assessment and review.

In addition, UNO's Office of Human Resources partners with Campus Wellness to foster a culture of wellness at UNO.

<http://www.unomaha.edu/human-resources/benefits/wellness.php>

**Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:**

No

**A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:**

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**Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)? :**

No

**The formal statement in support of sustainability:**

---

**The institution's definition of sustainability (e.g. as included in a published statement or plan):**

Sustainability is defined as using resources wisely and engaging in actions that:

- 1) are environmentally friendly, socially responsible, and financially feasible; and
- 2) benefit present and future generations.

**Is the institution an endorser or signatory of the following? :**

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	No
The Talloires Declaration (TD)	No
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	No

**A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:**

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

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

**Additional documentation to support the submission:**

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# Participatory Governance

Score	Responsible Party
3.00 / 3.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

## Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

## Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
  - Local government and/or educational organizations;
  - Private sector organizations; and/or
  - Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit may be managed by the institution (e.g. formal boards, committees, and councils), by stakeholder groups (e.g. independent committees and organizations that are formally recognized by the institution), or jointly (e.g. union/management structures).

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

---

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

**Do the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :**

Yes

**Do the institution's students have an elected representative on the institution's highest governing body?:**

Yes

**A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:**

Student Government at UNO (SG-UNO) is the official student governing body that represents students to administration, faculty, and staff, as well as the University of Nebraska Board of Regents and the community. Elections for student senators and the President occur every Spring. One of the tasks of the elected President is to represent UNO students on the Nebraska Board of Regents.

<http://www.unomaha.edu/student-life/involvement/student-government/index.php>

**Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:**

Yes

**Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:**

Yes

**A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:**

The Staff Advisory Council was established to promote and facilitate communication between Managerial/Professional and Office/Service employees of UNO and the Chancellor. The Council acts only in an advisory capacity to the Chancellor and other University administrators. Council members can serve for 3 years with elections occurring every Spring. The President of the Council serves 13 months with the election of the new President occurring every Spring. The President of the Council attends the University of Nebraska Board of Regents meetings.

<http://www.unomaha.edu/staff-advisory-council/index.php>

**Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:**

Yes

**Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :**

Yes

**A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:**

The faculty of the University has significant responsibilities in matters relating to formulation of University policies. To provide the discharge of these responsibilities, delegated to the faculty by the University of Nebraska Board of Regents, the faculty designates the senate to serve as its representative agency. Senate members can serve for 3 years with elections occurring every Spring. The President of the Senate serves 13 months with the election of the new President occurring every Spring. The President of the Senate attends the Board of Regents meetings.

<http://www.unomaha.edu/faculty-senate/index.php>



**Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:**

Yes

**A copy of the written policies and procedures:**

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**The policies and procedures:**

UNO's Strategic Planning Forums are designed to help the campus chart a course of action for achieving its three over-arching goals: student centered, academic excellence, and community engagement. Input from students, staff, faculty, and community members is an integral part of the advances. The University uses this input to refine the goals and objectives of the strategic plan and to gauge the new direction of the University. These forums are held annually.

<http://www.unomaha.edu/strategic-plan/index.php#forums>

**Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:**

	Yes or No
Local government and/or educational organizations	Yes
Private sector organizations	Yes
Civil society (e.g. NGOs, NPOs)	Yes

**A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):**

The University of Nebraska is one university, governed by a Board of Regents whose members are elected by Nebraska voters. The Board of Regents of the University of Nebraska, a body corporate created by the people of Nebraska through the Constitution, has constitutional and statutory power for general supervision over all elements of the University, control and direction of all expenditures, and for general operating policies of the University. The Board of Regents consists of eight elected members, who are elected for six-year terms.

In accordance with provisions of Neb. Rev. Stat. § 84-1412, the public shall have the right to attend meetings of the Board and to speak on matters related to Board and university business. Any person may appear before and address the Board concerning any item on the agenda for that meeting. Further, [stars.aashe.org](http://stars.aashe.org) University of Nebraska at Omaha | STARS Report | 193

any person may appear before and address the Board at any annual or scheduled meeting on any matter concerning the Board or the university not on the agenda by notifying the Corporation Secretary at least twenty-four (24) hours in advance of the meeting at which the person desires to address the Board; provided, however, the Board will not hear or consider those matters listed in Section 5.2 of these Rules. A reasonable time limit [usually five (5) minutes] shall be placed upon each individual appearance before the Board, and no more than thirty (30) minutes shall be allowed for public comment, unless a majority of the quorum present shall extend such time limit. The Chairperson shall have the right to prohibit multiple appearances by persons presenting needlessly repetitious or redundant testimony.

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

<http://nebraska.edu/>

**Additional documentation to support the submission:**

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# Diversity & Affordability

Points Claimed 7.22

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	1.67 / 2.00
Assessing Diversity and Equity	0.75 / 1.00
Support for Underrepresented Groups	2.00 / 3.00
Affordability and Access	2.80 / 4.00

# Diversity and Equity Coordination

Score	Responsible Party
1.67 / 2.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

**Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:**

Yes

**Does the committee, office and/or officer focus on students, employees, or both?:**

Both students and employees

**A brief description of the diversity and equity committee, office and/or officer, including purview and activities:**

The Office of Equity, Access & Diversity (EAD) leads the campus-wide effort to develop and sustain an inclusive and supportive campus climate. EAD reports directly to the Chancellor and the head of the office also serves as UNO's Title IX Coordinator and ADA/504 Compliance Officer. UNO also named a Chief Academic Diversity and Inclusion Officer.

The office investigates allegations of illegal discrimination and harassment. The process involves a neutral assessment of the underlying actions followed by a fair assessment of the situation with suggestions and recommendations for a resolution of the conflict. The focus of these internal investigations is to help facilitate an outcome that will enable individuals to experience an environment where they have an opportunity for success.

**Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):**

Most

**Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):**

Most

**Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):**

Most

**A brief description of the institution's cultural competence trainings and activities:**

Computer based training that describes cultural competence through hypothetical workplace situations, provided basis for appropriate interaction and described actions available to help maintain a safe and welcoming workplace. Also in person training featuring well-known experts in the field of cultural competence, bias, etc....

<https://www.edurisklearning.org/pe/register/include/processlogin.jsp?uri=%2Fpe%2>

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

<http://www.unomaha.edu/office-of-equity-access-and-diversity/>

**Additional documentation to support the submission:**

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# Assessing Diversity and Equity

Score	Responsible Party
0.75 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- 1) Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;
- 2) Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or
- 3) Employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the *Assessing Employee Satisfaction* credit.

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

**Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:**

Yes

**A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:**

UNO's Inclusion & Equity Team is working with consultants from Critical Measures to assess diversity and equality among all groups on campus. Focus groups have recently concluded and the team will be moving to the next level of assessment soon.

**Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups?:**

Yes

**Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups)?:**

Yes

**Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups)?:**

Yes

**A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives:**

UNO's Inclusion & Equity Team is working with consultants from Critical Measures to assess diversity and equality among all groups on campus. Focus groups have recently concluded and the team will be moving to the next level of assessment soon.

**Are the results of the most recent structured diversity and equity assessment shared with the campus community?:**

No

**A brief description of how the assessment results are shared with the campus community:**

It is not yet available and it has yet to be determined how the results will be shared.

**Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:**

No

**The diversity and equity assessment report or summary:**

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**The website URL where the report or summary is publicly posted:**

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

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**Additional documentation to support the submission:**

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# Support for Underrepresented Groups

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**Score**

2.00 / 3.00

**Responsible Party**

**Sarah Burke**  
Sustainability Coordinator  
Student Affairs

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## Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

- 1) A publicly posted non-discrimination statement.
  - 2) A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.
  - 3) Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.
  - 4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.
  - 5) Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs). 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.)
    - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
    - Financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.
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"---" indicates that no data was submitted for this field

**Does the institution have a publicly posted non-discrimination statement? :**

Yes

**The non-discrimination statement, including the website URL where the policy is publicly accessible:**

The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its programs, activities, or employment.



**Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:**

Yes

**A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years):**

Formal complaints of discrimination/harassment are investigated by the Assistant to the Chancellor in the Office of Equity, Access, & Diversity. This individual also serves as the Title IX Officer and coordinates UNO's response to reports of sexual misconduct.

UNO's Bias Assessment and Response Team (BART) gathers information about non-emergency bias incidents and supports those who have become or witnessed someone become a target of an act of bias.

**Does the institution have programs specifically designed to recruit students from underrepresented groups?:**

Yes

**Does the institution have programs specifically designed to recruit staff from underrepresented groups?:**

Yes

**Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:**

Yes

**A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups:**

Students:

- Expanded collaboration with Omaha Public Schools, with more continuous presences of Admissions Reps at the high schools.
- The Urban Health Opportunities Program (UHOP) is designed to diversify the urban Nebraska medical workforce by identifying and preparing qualified students from underrepresented groups to enter and succeed in medical school. Considered applicants are high school seniors who have a minimum ACT cumulative and math section score of 23, and are Nebraska residents. Selected UHOP scholars will include those considered underrepresented by the Association of American Medical Colleges. UHOP scholars receive full tuition remission at UNO, and receive guaranteed admission to UNMC's M.D. program with the completion of UHOP requirements.

<http://www.unomaha.edu/college-of-arts-and-sciences/health-careers-resource-center/premed/uhop>.

[php](#)

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- TRIO Project Achieve: Provides support to UNO undergraduate students who qualify as first-generation students, students who meet established income guidelines, or student with disabilities.

<http://www.unomaha.edu/project-achieve/>

- The Davis/Chambers scholarship recognizes the most academically talented students from diverse backgrounds that have trouble meeting the financial requirements of a college education. The Davis/Chambers Scholarship is recognized as one of the University's most important ways of honoring outstanding Nebraska students.

- Summer Scholars provides college-bound high school juniors the opportunity to enroll in a course at UNO to earn college credits, prepare for college life, and connect with UNO faculty, staff, and students. The goal of the Summer Scholars Program is to expose high school students to the dynamics of a college campus environment through a six-week pre-college summer session. Many participants come from underrepresented backgrounds.

<http://www.unomaha.edu/student-life/inclusion/multicultural-affairs/bridge-program-and-scholars>

[hips.php](#)

- The Goodrich Scholarship Program: Many recipients are the first generation students .

<http://www.unomaha.edu/college-of-public-affairs-and-community-service/goodrich-scholarship-pro>

[gram/](#)

Faculty/Staff:

As part of the new hiring procedures for staff, administrators, managers, supervisors, and faculty are consulted prior to advertising open positions. Recruitment designed to attract persons of color is discussed; applicant pools are monitored for inclusion of females and persons of color; and the legalities of successful interviews are discussed. (

<http://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1002&context=edadfacproc>

)

**Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students from underrepresented groups on campus?:**

Yes

**Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:**

Yes

**Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:**

Yes

**A brief description of the institution's programs to support students, staff and/or faculty from underrepresented groups:**

Students:

- Thompson Learning Community Mentoring Program

<http://www.unomaha.edu/thompsonlc/Mentors.php>

- The Goodrich Scholarship Program and Project Achieve

<http://www.unomaha.edu/achieve/>

- The Brotherhood

<https://orgsync.com/110446/chapter>

Faculty & Staff:

- Faculty Development Fellowship

<http://www.unomaha.edu/academic-and-student-affairs/academic-affairs/academic-human-resources/f>

[aculty-development-fellowship.php](#)

- Essential initiatives for retention of culturally diverse faculty and staff are offered. These strategies are in place during three phases: recruitment phase, relocation phase and mentoring phase. The recruitment phase includes such things as targeting advertising at conferences, which will be well attended by culturally diverse faculty. The recruitment phase includes initiatives such as scheduling formal and informal events to welcome new faculty. The mentoring phase offers strategies such as reviewing the strategic plan with all new faculty members illustrating our emphasis and commitment to inclusive environments and connections to the community.

<http://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1002&context=edadfacproc>

**Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:**

No

**A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:**

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**Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:**

Yes

**Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:**

Yes

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

<http://www.unomaha.edu/student-life/housing-and-residential-life/prospective-students/gender-inclusive-housing.php>

**Additional documentation to support the submission:**

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#### **Data source(s) and notes about the submission:**

Additional websites containing information about the programs and initiatives:

<http://www.unomaha.edu/achieve/>

[https://www.unomaha.edu/policies/docs/prohibited\\_discrimination.pdf](https://www.unomaha.edu/policies/docs/prohibited_discrimination.pdf)

<http://www.unomaha.edu/student-life/wellness/docs/sexual-misconduct-policy.pdf>

[http://www.unomaha.edu/office-of-equity-access-and-diversity/\\_docs/employee-sexual-misconduct-procedures.pdf](http://www.unomaha.edu/office-of-equity-access-and-diversity/_docs/employee-sexual-misconduct-procedures.pdf)

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<http://www.unomaha.edu/student-life/student-safety/help-myself/bias-hate-support.php>

<http://www.unomaha.edu/academic-and-student-affairs/academic-affairs/diversity-and-inclusion/in>



# Affordability and Access

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**Score**

2.80 / 4.00

**Responsible Party**

**Sarah Burke**

Sustainability Coordinator

Student Affairs

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## Criteria

### Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

### Part 2

Institution documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
  2. The graduation/success rate for low-income students
  3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
  4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)
- 

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

**Does the institution have policies and programs to make it accessible and affordable to low-income students?:**

Yes

**A brief description of any policies and programs to minimize the cost of attendance for low-income students:**

- Project Achieve is open to University of Nebraska-Omaha undergraduates who qualify as first-generation, limited income, and/or disabled college students. The program consists of academic skills development as well as financial aid, academic, career, and personal counseling. Activities and services emphasize development of skills necessary for becoming more efficient and independent learners. Project Achieve uses a flexible and personalized approach. Each student is encouraged to participate in activities which meet his or her own learning needs. Students and staff work together in assessing students' skills in relation to educational and career goals. Personal interviews, review of academic records, checklists and diagnostic tests may be used in this process.
- CollegeBound Nebraska covers all remaining tuition costs, up to 30 credit hours per academic year, after Pell funds and other grants/scholarships are taken into account. Eligible students must be NE residents, full-time, Pell eligible, and maintain a 2.5 gpa.

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

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

- Project Achieve is open to University of Nebraska-Omaha undergraduates who qualify as first-generation, limited income, and/or disabled college students. The program consists of academic skills development as well as financial aid, academic, career, and personal counseling. Activities and services emphasize development of skills necessary for becoming more efficient and independent learners.
- A FAFSA reminder postcard is sent to all new admitted students reminding them to complete the FAFSA and to complete it early. A similar email reminder is sent to currently enrolled students.
- The Office of Financial Support and Scholarships provides a number of tools and resources to assist individuals including Financial Aid Resources.

[http://www.unomaha.edu/admissions/financial-support-and-scholarships/tools-and-resources/index.](http://www.unomaha.edu/admissions/financial-support-and-scholarships/tools-and-resources/index.php)

[php](#)

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

Scholarships are available to assist UNO students through a number of established programs, including Project Achieve, the Thompson Learning Community, Office of Latino/Latin American Studies programs, and the Goodrich Scholarship Program.

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

CollegeBound Nebraska Program is the University's expanded financial aid program, which provides free tuition for students who meet academic and family income qualifications.

CollegeBound Nebraska covers all remaining tuition costs, up to 30 credit hours per academic year, after Pell funds and other grants/scholarships are taken into account. Eligible students must be NE residents, full-time, Pell eligible, and maintain a 2.5 gpa.

**A brief description of the institution's other policies or programs to make the institution accessible and affordable to low-income students:**

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**Does the institution have policies and programs to support non-traditional students?:**

Yes

**A brief description of the institution's scholarships provided specifically for part-time students:**

UNO has scholarships that may be awarded to both full-time and part-time students, but none specifically for part-time students.

For example: The UNO Women's Club offers at least eight merit-based, partial scholarships for full-time and part-time, undergraduate and graduate students.

**A brief description of the institution's on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:**

The UNO Child Care Center provides a high quality child care and early education service for families, as well as opportunities for training, research, and further knowledge of the care, education, and development of young children. The parent/guardian must be affiliated with UNO as a student, faculty, or staff to be eligible for the Student/Faculty/Staff rates. To qualify as a student, the parent/guardian must be taking at least a 1 credit hour class.

**A brief description of the institution's other policies and programs to support non-traditional students:**

- The Office of Military and Veteran Services works to support UNO's military community by providing military and veteran students with resources and services developed to help them succeed.

- UNO offers support for adult students including helpful assistance from Academic Advisors; affordable and quality degree programs with online learning opportunities; liberal acceptance of completed credit hours; and much more.

**Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not**



**available, select 'No'):**

Yes

**The percentage of entering students that are low-income (0-100):**

38

**The graduation/success rate for low-income students (0-100):**

38.40

**On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):**

67

**The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):**

37

**Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students (0-100):**

33

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

<http://www.unomaha.edu/admissions/financial-support-and-scholarships/>

**Additional documentation to support the submission:**

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# Investment & Finance

Points Claimed 0.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

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

Credit	Points
Committee on Investor Responsibility	0.00 / 2.00
Sustainable Investment	0.00 / 4.00
Investment Disclosure	0.00 / 1.00

# Committee on Investor Responsibility

Score	Responsible Party
0.00 / 2.00	

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes faculty, staff, and/or students (and may also 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 a regular part of its agenda.

This credit recognizes committees that that regularly make recommendations to fund decision-makers on the institution’s external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the *Student Life* credit in Campus Engagement.

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.

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

Score

Responsible Party

0.00 / 4.00

## Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

### *Option 1: Positive Sustainability Investment*

Institution invests in one or more of the following:

- Sustainable industries (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- Businesses *selected* for exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions(CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.
- Green revolving loan funds that are funded from the endowment

### *Option 2: Investor Engagement*

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)

- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

# Investment Disclosure

Score	Responsible Party
0.00 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Does the institution make a snapshot of its investment holdings available to the public?:

No

A copy of the investment holdings snapshot:

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The website URL where the holdings snapshot is publicly available:

<https://nufoundation.org/documents/10156/1597588/2016+Annual+Report/32e5a41f-8940-4c87-929c-ff0975edf7b6>

Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

	Percentage (0-100)
Specific funds and/or companies	0
Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies	100

Does the institution engage in proxy voting?:

No

**Are proxy voting records included in the snapshot of investment holdings?:**

No

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

<https://nufoundation.org/>

**Additional documentation to support the submission:**

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**Data source(s) and notes about the submission:**

The information provided in this section is for the entire University of Nebraska System's Foundation. Individual universities within the system do not have an annual report generated.

# Wellbeing & Work

Points Claimed 2.00

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	0.00 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.00 / 2.00



# Employee Compensation

Score	Responsible Party
0.00 / 3.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Part 1

More than 75 percent of the institution’s employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

Part 2

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

Part 3

Total compensation provided to the institution’s lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

- To determine the local living wage::
- U.S. institutions must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for “2 [working] Adults, 2 Children” for the community in which the main campus is located.
  - Canadian institutions must use [Living Wage Canada](#)’s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off](#) (LICO) for a family of four (expressed as an hourly wage),
  - Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*.

**The local living wage (based on a family of four and expressed as an hourly wage):**

14.99 US/Canadian \$

**Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded) (0-100):**

73

**Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:**

No

**Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter '0' if unknown):**

---

**The total compensation provided to the institution's lowest paid regular (i.e., permanent) employee or pay grade meets or exceeds what percentage of the living wage?:**

None of the above (i.e. the lowest paid regular employee or pay grade earns less than the basic living wage for one adult)

**A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade, including any in-kind benefits included as part of the total compensation figure :**

Minimum wage + benefits. The benefits cost depends on which benefits the employee selects but is estimated to be an additional 20-30% of the wage.

**Has the institution made a formal commitment to pay a living wage?:**

No

**A copy or brief description of the institution's written policy stating its commitment to a living wage:**

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**Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:**

No

**A brief description of the institution's commitment to a student living wage:**

We follow minimum wage guidelines for student workers and increase wage dependent on skill, duties, and longevity.

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

<http://www.unomaha.edu/human-resources/compensation/index.php>

**Additional documentation to support the submission:**

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# Assessing Employee Satisfaction

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Score	Responsible Party
1.00 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

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## Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

---

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

**Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:**

Yes

**Percentage of employees (staff and faculty) assessed, directly or by representative sample (0-100):**

100

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

Employee Engagement "Best Places to Work" survey conducted every other year. Next participation is scheduled for Spring 2017. This survey provides employees the opportunity to provide honest feedback about UNO's culture and the work environment.

**A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation (including examples from the previous three years):**

Action plan training provided to Management staff. Employee Relations provides individualized Action Planning to requesting departments.

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

<http://www.unomaha.edu/human-resources/best-places-to-work.php>  
[stars.aashe.org](http://stars.aashe.org)

**Additional documentation to support the submission:**

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# Wellness Program

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Score

1.00 / 1.00

Responsible Party

**Sarah Burke**

Sustainability Coordinator  
Student Affairs

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## Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

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

**Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:**

Yes

**Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all staff?:**

Yes

**Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:**

Yes

**A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :**

The UNO Counseling and Psychological Services (CAPS) is dedicated to working with students to maximize their potential and meet the challenge of becoming whole, purposeful, thriving individuals. One's college years provide an exciting opportunity for inquiry, experimentation, productivity and self-discovery. We at CAPS are eager to assist students in these pursuits. Counseling services are confidential and free to all enrolled students. The Center is staffed by licensed mental health practitioners, a licensed psychologist, licensed alcohol and drug counselors, and a graduate assistant. Each is committed to providing support and encouraging personal success for students in identifying and reaching goals. CAPS also provides counseling services to faculty and staff.

The FEAP is a confidential cost-free assessment and short term counseling service designed to assist faculty, employees and their families in addressing personal problems at home and on the job. While we are not administratively or programmatically connected with FEAP, CAPS will provide appropriate referral information for faculty and staff when needed or requested.

<http://www.unomaha.edu/human-resources/employee-relations/feap.php>

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

<http://www.unomaha.edu/student-life/wellness/counseling-center/index.php>

**Additional documentation to support the submission:**

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Score	Responsible Party
0.00 / 2.00	

Criteria

Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 6 recordable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-recordable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

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



# Innovation & Leadership

## Exemplary Practice

**Points Claimed** 1.50

**Points Available** 1.50

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g. achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g. participation in green hospital networks).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is [available on the STARS website](#).

Credit	Points
Grounds Certification	0.50 / 0.50
Pay Scale Equity	0.50 / 0.50
Campus Pride Index	0.50 / 0.50

# Grounds Certification

Score	Responsible Party
0.50 / 0.50	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

Institution owns and/or manages land that is currently certified under one or more of the following programs:

- Audubon Cooperative Sanctuary Program (ACSP) or ACSP for Golf
- Forest Stewardship Council (FSC) Forest Management standard
- National Wildlife Federation’s Certified Wildlife Habitat Program
- An [IFOAM-endorsed organic standard](#) or [Participatory Guarantee System \(PGS\)](#)
- Salmon-Safe
- Sustainable Sites Initiative (SITES)
- Tree Campus USA (Arbor Day Foundation)
- Local equivalents for institutions outside the U.S. and Canada

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

**Does the institution own and/or manage land that is currently certified under the following programs? (at least one positive response required):**

	Yes or No
Audubon Cooperative Sanctuary Program (ACSP) or ACSP for Golf	No
Forest Stewardship Council (FSC) Forest Management standard	No

National Wildlife Federation's Certified Wildlife Habitat Program	No
An IFOAM-endorsed organic standard or Participatory Guarantee System (PGS)	No
Salmon-Safe	No
Sustainable Sites Initiative (SITES)	No
Tree Campus USA (Arbor Day Foundation)	Yes
Local equivalent (for institutions outside the U.S. and Canada)	No

**A brief description of institution owned and/or managed land that is currently third party certified under one or more of the programs listed above, including the year each certification was achieved and/or renewed:**

UNO has received the honor of being classified as a "Tree Campus USA" institution since 2011.

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

<http://www.unomaha.edu/sustainability/participation-recognition.php>

**Additional documentation to support the submission:**

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# Pay Scale Equity

Score	Responsible Party
0.50 / 0.50	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

## Criteria

Institution has a maximum compensation scale ratio of 1:15, where 1 represents the compensation of the lowest-paid full-time employee and 15 represents the compensation of the highest paid senior administrator (e.g. president or chancellor).

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

**The factor by which the total compensation of the highest compensated senior administrator exceeds that of the lowest compensated full-time employee (1:X):**

14.20

**Documentation supporting the institution’s reported pay scale ratio:**

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**Documentation supporting the institution’s reported pay scale ratio:**

UNO's Compensation Specialist can confirm that the institution has the compensation scale rate of 1:14.2, where 1 represents the compensation of the lowest paid full-time employee and 14.2 represents the compensation of UNO's Chancellor.

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

<http://www.unomaha.edu/human-resources/compensation/index.php>

**Additional documentation to support the submission:**

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# Campus Pride Index

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## Score

0.50 / 0.50

## Responsible Party

**Sarah Burke**

Sustainability Coordinator  
Student Affairs

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## Criteria

Institution is rated at four stars or higher by the Campus Pride Index.

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

## Institution's current Campus Pride Index rating (3 Stars, 3.5 Stars, 4 Stars, 4.5 Stars, 5 Stars):

4 Stars

## A brief description of the institution's LGBTQ-inclusive policies, programs and practices:

### LGBTQ Policy Inclusion

- Non-discrimination statement inclusive of sexual orientation and gender identity/expression
- Health insurance coverage to employees' same sex partner
- Accessible, simple process for students to change their name and gender identity on university records and documents
- Students have option to self-identify gender identity/expression on admission application or post enrollment forms

### LGBTQ Support & Institutional Commitment

- Resource center/office with responsibilities for LGBTQ students
- Paid staff with responsibilities for LGBTQ support services
- Ally program or Safe Space/Safe Zone
- Actively seek to employ diversity of faculty & staff including visible, out LGBTQ people
- Standing advisory committee that deals with LGBTQ issues

### Academic Life

- LGBTQ studies program and specific course offerings
- Actively recruit faculty for LGBTQ-related academic scholarship
- New faculty/staff training opportunities on sexual orientation and gender identity issues
- LGBTQ faculty/staff organization

### Student Life

- LGBTQ & Ally student organization
- Regularly plans LGBTQ social activities
- Regularly plans education events on transgender issues
- LGBTQ-inclusive career services

#### Housing & Residence Life

- LGBTQ living space, theme floors and/or living-learning community
- Gender-inclusive housing for returning and new students

#### Campus Safety

- Active ongoing training for hate crime prevention
- Supports victims of LGBTQ sexual violence and partner violence

#### Counseling & Health

- LGBTQ-inclusive health information and safer sex materials available
- Trans-inclusive student health insurance policy which covers ongoing counseling services and hormone replacement therapy

#### Recruitment & Retention

- Special Lavender or Rainbow Graduation ceremony for LGBTQ students and allies
- Admission counselors receive LGBTQ-inclusive training and resources

#### **The website URL where information about the programs or initiatives is available:**

<http://www.unomaha.edu/student-life/inclusion/gender-and-sexuality-resource-center/index.php>

#### **Additional documentation to support the submission:**

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# Innovation

Points Claimed 2.00

Points Available 2.00

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	Points
Innovation A	1.00 / 1.00
Innovation B	1.00 / 1.00

Score	Responsible Party
1.00 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

- 1) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
- 2) Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.
- 3) The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
- 4) The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
- 5) The innovative practice or program should originate from an area within the defined institutional boundary.
- 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. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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. However, an institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:



**A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

The Student Service and Leadership Collaborative (The Collaborative) is a student-led service program that is intended to provide UNO students with opportunities to engage with community nonprofits and organizations through services projects that lead to positive social change.

The Collaborative is a co-curricular program designed to give students an opportunity to gain transferable job skills. While UNO students are improving their leadership, intercultural, social, and emotional competencies, they are simultaneously affecting positive social change in the Omaha Metro Area.

The Collaborative is organized into six community service areas: Economic Sufficiency, Educational Support, Environmental Stewardship, Health & Wellness, International Service, and Social Justice.

The Collaborative Service Manager is responsible for working with a specific non-profit organization within an identified service area. Service Managers work with one non-profit organization throughout the academic year. Each manager is supported by the assigned Collaborative Service Supervisor who oversees the non-profits within the identified service area.

In the 2015-2016 Academic Year, The Collaborative served 141 organizations in the Omaha area. In addition, they had 5,049 volunteers that served 17,122 hours that year.

**Which of the following impact areas does the innovation most closely relate to? (select up to three):**

Campus Engagement  
Public Engagement

**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

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

<http://www.unomaha.edu/student-life/civic-and-social-responsibility/the-collaborative.php>

**Additional documentation to support the submission:**

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Score	Responsible Party
1.00 / 1.00	<b>Sarah Burke</b> Sustainability Coordinator Student Affairs

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

- 1) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
- 2) Outcomes, policies, and practices that are innovative for the institution’s region or institution type are eligible for innovation credits.
- 3) The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
- 4) The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
- 5) The innovative practice or program should originate from an area within the defined institutional boundary.
- 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. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution’s role in the innovation.

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. However, an institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

**A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:**

The Weitz CEC is a nationally unique space that serves to strengthen UNO's existing outreach efforts and foster future opportunities for partnerships among UNO students, faculty, staff, and nonprofit or governmental organizations.

The Weitz CEC building partner organization have the opportunity to work within the center where they benefit from unique access to UNO faculty, staff, and student resources; other UNO and community building partners; and the amenities within our state-of-the-art facility. UNO and community building partners also receive access to non-profit capacity building, technical assistance, and the benefits of Omaha's urban, metropolitan campus life. Eligible community organizations for office space within Weitz CEC include nonprofit, government, education, social entrepreneurs, other similar entities. Eligible UNO organizations for office space within Weitz CEC include academic programs, student organizations, faculty initiatives, and other similar entities.

The Weitz CEC includes numerous meeting spaces for both small and large groups, and are equipped with the latest technology. The Weitz CEC is a building designed to provide FREE meeting and collaborative space for area non-profits, UNO and community groups, government agencies, and educational institutions for the purpose of community engagement.

Since the Weitz CEC has opened, more than 724 groups have used their space with over 14,000 events hosted for the University, students, building partners, nonprofits, and government organizations.

**Which of the following impact areas does the innovation most closely relate to? (select up to three):**

Campus Engagement

Public Engagement

**A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :**

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

<http://www.unomaha.edu/community-engagement-center/index.php>

**Additional documentation to support the submission:**

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