



University of Nebraska at Omaha *STARS REPORT*

Date Submitted: May 10, 2014

Rating: Bronze

Score: 37.45

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

STARS Version: 2.0

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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.

The STARS framework is intended to engage and recognize the full spectrum of colleges and universities in the United States and Canada – 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.

[STARS 1.0](#), which launched on January 19, 2010, after a three-year development process, is the first version of STARS in which participants can earn a rating.

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 37.45

Rating: Bronze

Institutional Characteristics

Institutional Characteristics	0.00 / 0.00
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Academics

Curriculum	10.81 / 40.00
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Research	8.62 / 18.00
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Engagement

Campus Engagement	8.50 / 20.00
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Public Engagement	12.63 / 16.00
-------------------	---------------

Operations

Air & Climate	3.33 / 11.00
---------------	--------------

Buildings	2.45 / 8.00
-----------	-------------

Dining Services	0.00 / 7.00
-----------------	-------------

Energy	2.86 / 10.00
--------	--------------

Grounds	2.00 / 4.00
---------	-------------

Purchasing	0.59 / 6.00
------------	-------------

Transportation	2.08 / 7.00
----------------	-------------

Waste	3.58 / 10.00
-------	--------------

Water	2.00 / 6.00
-------	-------------

Planning & Administration

Coordination, Planning & Governance	6.83 / 8.00
-------------------------------------	-------------

Diversity & Affordability	5.75 / 10.00
---------------------------	--------------

Health, Wellbeing & Work	1.00 / 7.00
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Investment	0.00 / 7.00
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Innovation

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

The passthrough subcategory for the boundary

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

Institutional Boundary

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

This won't display

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

Institution type:

Doctorate

Institutional control:

Public

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

	Present?	Included?
Agricultural school	No	No
Medical school	No	No
Pharmacy school	No	No
Public health school	No	No
Veterinary school	No	No
Satellite campus	Yes	Yes
Hospital	No	No

Farm larger than 5 acres or 2 hectares	No	No
Agricultural experiment station larger than 5 acres or 2 hectares	Yes	Yes

Reason for excluding agricultural school:

Reason for excluding medical school:

Reason for excluding pharmacy school:

Reason for excluding public health school:

Reason for excluding veterinary school:

Reason for excluding satellite campus:

Reason for excluding hospital:

Reason for excluding farm:

Reason for excluding agricultural experiment station:

Narrative:

The Glacier Creek Preserve is a restored tall grass prairie just north of the Omaha metropolitan area. It encompasses 243 acres of land.

Operational Characteristics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

n/a

Submission Note:

To achieve the energy used for heating buildings, UNO used the best possible data granularity and calculated it in this way. Mammel Hall is the only building with electric heat. UNO used total MMBtu of natural gas and fuel oil for the campus and added the MMBtu of electricity used at Mammel Hall as the best representation of energy for heating. Percentages of that total were then derived for natural gas, fuel oil, and Mammel Hall electricity.

Campus size was calculated using the Dodge and Pacific Campuses and the Glacier Creek Prairie Preserve. Residence Halls were not included in this figure, as utility data was not easily auditable as of this submission. Subsequent submissions will include the 443,463 gsf of residential space. Other university property was not included for this submission.

Energy Intensive space includes that designated as laboratories, broadcasting, food service, and science space, using Marshall and Swift categories.

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

Endowment size:

54,192,013.45 US/Canadian \$

Total campus area:

405.79 Acres

IECC climate region:

Cold

Locale:

Mid-size city

Gross floor area of building space:

2,846,481 *Gross Square Feet*

Conditioned floor area:

2,846,481 *Square Feet*

Floor area of laboratory space:

285,147 *Square Feet*

Floor area of healthcare space:

0 *Square Feet*

Floor area of other energy intensive space:

510,726 *Square Feet*

Floor area of residential space:

443,463 *Square Feet*

Electricity use by source::

	Percentage of total electricity use (0-100)
Biomass	0
Coal	57.60
Geothermal	0
Hydro	0
Natural gas	18.60
Nuclear	13.90
Solar photovoltaic	0
Wind	6.20
Other (please specify and explain below)	0.20

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

Landfill Methane Gas capture and energy generation.
stars.aashe.org

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	5.40
Fuel oil	0.30
Geothermal	0
Natural gas	94.30
Other (please specify and explain below)	0

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

Academics and Demographics

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

n/a

Submission Note:

Number of residential employees includes RAs and RDs living on campus. Actual numbers were obtained from residence halls on the Dodge campus (20 RAs and 2 RDs) and on the Pacific Campus (30 RAs + RDs combined + 11 faculty/staff/research University employees).

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

Number of academic divisions:

6

Number of academic departments (or the equivalent):

48

Full-time equivalent enrollment:

12,248

Full-time equivalent of employees:

1,521

Full-time equivalent of distance education students:

2,928

Total number of undergraduate students:

12,136

Total number of graduate students:

2,650

Number of degree-seeking students:

14,376

Number of non-credit students:

410

Number of employees:

1,867

Number of residential students:

1,319

Number of residential employees:

63

Number of in-patient hospital beds:

0

Academics

Curriculum

Points Claimed 10.81

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.

Credit	Points
Academic Courses	4.31 / 14.00
Learning Outcomes	0.00 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	1.50 / 3.00
Immersive Experience	0.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	0.00 / 2.00
Campus as a Living Laboratory	2.00 / 4.00

Academic Courses

Score

4.31 / 14.00

Responsible Party

Patrick Wheeler

Environmental Advocate/Sustainability Champion
EHS

Criteria

Part 1

Institution offers sustainability courses and/or courses that include sustainability and makes an inventory of those courses publicly available.

Part 2

Institution's academic departments (or the equivalent) offer sustainability courses and/or courses that include sustainability.

In order to report and earn points for this credit, the institution must conduct a course inventory. The inventory should consist of two parts:

- 1) An inventory of sustainability courses that includes, at minimum, the title, department (or equivalent), and level of each course (i.e. undergraduate or graduate), as well as a brief description if the sustainability focus of the course is not apparent from its title
- 2) An inventory of other courses that include sustainability. The inventory includes, at minimum, the title, department (or the equivalent), and level of each course and a description of how sustainability is integrated into each course.

A course may be a sustainability course or it may include sustainability; no course should be identified as both:

- A sustainability course is a course in which the primary and explicit focus is on sustainability and/or on understanding or solving one or more major sustainability challenge (e.g. the course contributes toward achieving principles outlined in the [Earth Charter](#)).
- A course that includes sustainability is primarily focused on a topic other than sustainability, but incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability issues throughout the course.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *Standards and Terms* and the Credit Example in the [STARS Technical Manual](#). An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty and departments to self-identify sustainability courses and courses that include sustainability using the definitions outlined in *Standards and Terms* or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

This credit does not include continuing education and extension courses, which are covered by *EN 11: Continuing Education*.

Submission Note:

UNO does not currently designate sustainability courses in its catalog or in its online class search tool, but its Center for Urban Sustainability hopes to make this information more accessible in the years to come. Additionally, in the future, UNO hopes to:

- Increase its number of sustainability courses
- Inventory its number of courses that include sustainability
- Increase its number of departments that offer sustainability courses or courses that include sustainability

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

Figures required to calculate the percentage of courses with sustainability content::

	Undergraduate	Graduate
Total number of courses offered by the institution	4,560	1,197
Number of sustainability courses offered	41	19
Number of courses offered that include sustainability	0	0

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

28

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

48

Number of years covered by the data:

One

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

[UNO Sustainability Courses_for STARS.xlsx](#)

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

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

<http://www.unomaha.edu/class-search/stars.aashe.org>

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

Researchers inventoried the courses taught during Fall Semester 2012 and Spring Semester 2013 using the online class search tool. The researchers digitally searched course titles and descriptions for key words related to sustainability. When a key word(s) was found, the researchers determined/verified if the course was a sustainability course by reading its full description.

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

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 courses with multiple sections was counted as 1 course, despite its number of sections.

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

	Yes or No
Internships	Yes
Practicums	Yes
Independent study	Yes
Special topics	Yes
Thesis/dissertation	Yes
Clinical	No
Physical education	Yes
Performance arts	Yes

Does the institution designate sustainability courses in its catalog of course offerings?:

No

Does the institution designate sustainability courses on student transcripts?:

No

Learning Outcomes

Score	Responsible Party
0.00 / 8.00	

Criteria

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

- Institution level (e.g. covering all students)
- Division level (e.g. covering one or more schools or colleges within the institution)
- Program level
- Course level

This credit includes graduate as well as undergraduate programs. For this credit, “degree programs” include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in *EN 11: Continuing Education*. Programs that include co-curricular aspects may count as long as there is an academic component of the program. Learning outcomes at the course level count if the course is required to complete the program.

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of “sustainability learning outcomes” included in Standards and Terms.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may report graduates from sustainability-focused programs (i.e. majors, minors, concentrations and the equivalent as reported for *AC 3: Undergraduate Program* and *AC 4: Graduate Program*) in lieu of the above criteria.

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

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Institution offers at least one:

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

And/or

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

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

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

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

Yes

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

Environmental Studies

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

The 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 (1st program):

http://www.unomaha.edu/environmental_studies/index.php

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

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

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

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

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

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

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?:

No

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

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

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

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

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

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

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

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

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

The name, brief description and URL of all other undergraduate-level sustainability-focused minors, concentrations and certificates:

Graduate Program

Score	Responsible Party
1.50 / 3.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Institution offers at least one:

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

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

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

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

No

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

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

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

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

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

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

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

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

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

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

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

Yes

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

MBA Concentration in Sustainability

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

The concentration in Sustainability expands the students' perspective to include an understanding of the environmental and social aspects of business. Students gain the multi-disciplinary 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 (1st program):

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

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

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

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

stars.aashe.org

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

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

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

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

Immersive Experience

Score	Responsible Party
0.00 / 2.00	

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.

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

Sustainability Literacy Assessment

Score	Responsible Party
0.00 / 4.00	

Criteria

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

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

This credit includes graduate as well as undergraduate students.

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

Incentives for Developing Courses

Score	Responsible Party
0.00 / 2.00	

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.

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

Campus as a Living Laboratory

Score	Responsible Party
2.00 / 4.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning, applied research and practical work that advances sustainability on campus in at least one of the following areas:

- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination, Planning & Governance
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Public Engagement
- Other

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning and contributes to positive sustainability outcomes on campus (see the Credit Example in the [STARS Technical Manual](#)). On-campus internships and non-credit work (e.g. that take place under supervision of sustainability staff or committees) may count as long as the work has a learning component.

This credit does not include immersive education programs, co-curricular activities, or community-based work, which are covered by AC 5: *Immersive Experience*, credits in the Campus Engagement subcategory, and credits in the Public Engagement subcategory, respectively.

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

Is the institution utilizing the campus as a living laboratory for multidisciplinary student learning and applied research in the following areas?:

	Yes or No
Air & Climate	Yes
Buildings	Yes
Dining Services/Food	---
Energy	Yes
Grounds	Yes
Purchasing	---
Transportation	---
Waste	---
Water	Yes
Coordination, Planning & Governance	---
Diversity & Affordability	---
Health, Wellbeing & Work	---
Investment	---
Public Engagement	---
Other	---

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

The campus utilizes our LEED Gold Certified College of Business building (Mammel Hall) as a teaching platform for business students, by relating the features of the building to sound investment and productivity returns for business students.

The indoor air quality impact of buildings on productivity and health are essential tenets of wise sustainable investments in infrastructure.

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

The Peter Kiewit Institute was constructed to be an open teaching-learning laboratory, both for Architectural Engineering Students and Information Science and Technology students, by leaving ceilings open and placement of large viewing windows throughout the building, revealing its infrastructure in effort to familiarize students with actual operations.

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

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

In addition to students and buildings mentioned above, multiple buildings are used to help design students recognize the impact of building and HVAC design on overall energy use. In the 2013 academic year, particular attention was paid to the Biomechanics Laboratory Building.

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

Horticulture classes use campus as teaching classroom
Educational rain garden (for students and community) (

<http://www.unomaha.edu/college-of-business-administration/mammel-hall/leed.php>

)
UNO is a Tree Campus USA campus. We include our trees and tree plan in the education of horticulture students.

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

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

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

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

A bioretention garden was constructed at our campus Welcome Center and has been used for educating students in landscape design and stormwater management as well as engaging our larger community through efforts involving Omaha by Design.

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

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

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

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

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

Mammel Hall is regularly used as a tool for gathering community leaders and students and fostering discussion regarding the use of public space and demonstrations of best practices as catalysts for further community change. This has spanned the College of Business as well as Engineering Students.

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

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

Research

Points Claimed 8.62

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
Academic Research	3.62 / 12.00
Support for Research	3.00 / 4.00
Access to Research	2.00 / 2.00

Score	Responsible Party
3.62 / 12.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

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

Part 2

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

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

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

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

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

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

22

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

451

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

10

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

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

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

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

Add LaReesa Wolfenbarger

http://www.unomaha.edu/environmental_studies/LLW/Images/Wolfenbarger_CV_Sept_2011.pdf

John McCarty

http://www.unomaha.edu/environmental_studies/McCartyHomePage/JPM_Research.html

Tom Bragg

<http://www.unomaha.edu/prairie/home.php>

Tim Dickson

<http://GrasslandEcology.com/>

Roxanne Kellar

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

James Wilson

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

http://www.cba.unomaha.edu/GREAT_THINGS/04_12.pdf

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

The Center for Urban Sustainability has visited with various departments asking about sustainability research within their departments. At this time, this is the most complete list, though we know it is missing many projects and hope that with this new Center, UNO will have a much better grasp on the total amount of sustainability research happening at the University the next time we submit our STARS report.

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.

52 Departments from UNO Fact Book 2013.

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

The website URL where information about sustainability research is available:

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

Support for Research

Score	Responsible Party
3.00 / 4.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

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

Submission Note:

UNO established the Center for Urban Sustainability in October 2012

VISION

The Center's vision is to be a leader in addressing complex real-world urban issues of sustainability through education, research, and our community.

MISSION

The mission of the Center is to advance urban sustainability education, research, and partnerships across the community, the region and planet.

GOALS

- Establish and foster strong collaborations
- Partner academy, industry, and community
- Connect research engaging the real world as a living laboratory
- Engage in fundamental and applied urban sustainability research
- Support existing and ongoing work relating to urban sustainability
- Catalyze new projects and research
- Grow areas of strength and focus across the NU system
- Celebrate UNO and Omaha as a place for innovative urban sustainability research and education degree options
- Attract talented, renowned faculty through strategic hiring and research
- Appeal to companies interested in hiring University of Nebraska graduates
- Draw college-bound and non-traditional students interested in the 'green' economy to UNO

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

Yes

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

UNO established the Center for Urban Sustainability in October 2012. One focus of the Center to is to support and foster student and faculty research on urban sustainability. Funding is available to support this research in the form of buying faculty time from teaching and supporting student research assistants.

http://www.unomaha.edu/news/releases/2012/10/29_sustain.php

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

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

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

Yes

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

UNO established the Center for Urban Sustainability in October 2012. One focus of the Center to is to support and foster student and faculty research on urban sustainability. Funding is available to support this research in the form of buying faculty time from teaching and supporting student research assistants.

http://www.unomaha.edu/news/releases/2012/10/29_sustain.php

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

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

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

No

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

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

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

Yes

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

The UNO Criss Library has hundreds of books, media, and other resources in its collection focused on sustainability to support student, faculty, and staff sustainability research.

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

Score	Responsible Party
2.00 / 2.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Institution has a formally adopted open access policy that ensures that versions of all future scholarly articles by faculty and staff and all future theses and dissertations are deposited in a designated open access repository.

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

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

Total number of institutional divisions (e.g. schools, colleges, departments) that produce research:

6

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

6

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

DigitalCommons@UNO is an institutional repository (IR) with the goal of collecting, preserving, and making visible the intellectual output of our university. The IR creates a permanent open access home for these materials with static webpages which can be found directly through this IR site or via an internet search. This repository demonstrates the values of the University of Nebraska Omaha to be a student-focused metropolitan university recognized not only for its academic excellence but for its outstanding community engagement.

Content in DigitalCommons@UNO is currently accepted from UNO faculty members; however, please check back for updates regarding student scholarship.

For questions regarding DigitalCommons@UNO, please contact Emily Rokisky, IR Coordinator,

erokisky@unomaha.edu

or (402) 554-2382.

To submit works to be added to DigitalCommons@UNO, please email your CV or list of publications to

UNODigitalCommons@unomaha.edu

A copy of the open access policy:

The open access policy:

<http://nebraska.edu/docs/board/RegentPolicies.pdf>

The website URL where the open access repository is available:

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

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

Institutional Repositories (IRs) bring together all of a University's research under one umbrella, with an aim to preserve and provide access to that research. IRs complement traditional print and electronic publishing in academic fields and ensures the quickest and most accessible dissemination. IRs are also an excellent vehicle for working papers or copies of published articles and conference papers. Presentations, senior theses, and other works not published elsewhere can also be published in the IR.

The website URL where information about open access to the institution's research is available:

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

Engagement

Campus Engagement

Points Claimed 8.50

Points Available 20.00

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	2.00 / 2.00
Student Life	0.50 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	0.00 / 1.00
Staff Professional Development	0.00 / 2.00

Student Educators Program

Score	Responsible Party
0.00 / 4.00	Dan Shipp Associate Vice Chancellor Student Affairs

Criteria

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

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

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

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

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

Submission Note:

This criteria is being addressed, but is not actively being met.

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

Student Orientation

Score	Responsible Party
2.00 / 2.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

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

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. Prominent inclusion of sustainability may also take different forms for different types of students (e.g. undergraduate students, transfer students, graduate students). When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context. (See the Credit Example in the STARS Technical Manual.)

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

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

The percentage of entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:

100

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

All incoming freshman and transfer students are encouraged to participate in campus orientation, during which all students are familiarized with our five campus priorities (including sustainability) and with the 8 dimensions of wellness (as well as our single-stream recycling program and sustainability clubs and orgs).

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

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

<http://www.unomaha.edu/student-life/achievement/orientation/>

Score	Responsible Party
0.50 / 2.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

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

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

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

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

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

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

Active student groups focused on sustainability	Yes
Gardens, farms, community supported agriculture (CSA) or fishery programs, or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems	No
Student-run enterprises that include sustainability as part of their mission statements or stated purposes	---
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 that follow Leave No Trace principles	---
Sustainability-related themes chosen for themed semesters, years, or first-year experiences	---
Programs through which students can learn sustainable life skills	---
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	Yes

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

(These clubs have since combined, and are now known collectively as "Green Basis.")

The website URL where information about student groups is available:

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

A brief description of gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems:

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

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

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

A brief description of the sustainable investment or finance initiatives:

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

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

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

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

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

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

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

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

The website URL where information about the theme is available:

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

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

A brief description of sustainability-focused student employment opportunities:

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

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

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

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

Students organized, hosted, and shared with other students Earth Week Activities in 2013

<http://www.unomaha.edu/enotes/2013/img/EarthWeek2013.pdf>

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

<http://www.unomaha.edu/enotes/2013/img/EarthWeek2013.pdf>

Outreach Materials and Publications

Score	Responsible Party
2.00 / 2.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

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

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

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

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

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

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

A sustainability newsletter	No
Social media platforms that focus specifically on campus sustainability	Yes
A vehicle to publish and disseminate student research on sustainability	Yes
Building signage that highlights green building features	Yes
Food service area signage and/or brochures that include information about sustainable food systems	No
Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed	Yes
A sustainability walking map or tour	No
A guide for commuters about how to use alternative methods of transportation	Yes
Navigation and educational tools for bicyclists and pedestrians	Yes
A guide for green living and incorporating sustainability into the residential experience	No
Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat	Yes
Other sustainability publications or outreach materials not covered above	---

A brief description of the central sustainability website:

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 in each of several sustainability sectors. It is intended as a one-stop clearinghouse of sustainability information.

The website URL for the central sustainability website:

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

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

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

facebook

(formerly GreenUNO:

<https://www.facebook.com/groups/greenuno/>

)

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

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

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

Yes. These too would be published on our main website, with "student initiatives." See link below.

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

<http://www.unomaha.edu/green/student.php>

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

A building dashboard was created for Mammel Hall, our College of Business Administration home (and our first LEED certified building (gold!). It is intended as a prototype for across campus as time allows.

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

http://cba.unomaha.edu/mammel_hall/

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

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

stars.aashe.org

systems:

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

Mammel Hall (LEED Gold) has signage in its rain gardens, explaining the purpose and impact of this type of land management as a strategy for storm water management and sustainable landscaping.

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

<http://www.unomaha.edu/college-of-business-administration/mammel-hall/index.php>

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

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

Alternative means of transit are discussed and encouraged by bicycle, carpooling and Metro Transit.

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

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

<http://www.unomaha.edu/green/transportation.php>

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

UNO has three bike sharing programs and encourages other sustainable transit options (including walking). The most consolidated bike/ped information is at the URL listed below.

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

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

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

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

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

Regular coverage is afforded sustainability efforts on campus, as sustainability is one of our five priority areas. They also cover related events. Though there is not a columnist or column (per se) assigned to sustainability, regular coverage is given. The most recent columnist to report multiple sustainability related stories is Nicholas Sauma. A story from March of 2013 is linked below.

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

<http://www.unogateway.com/news/uno-named-tree-campus-usa-focuses-on-sustainability-1.3007920#.U2zebk1OUeg>

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

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

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

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

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

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

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

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

stars.aashe.org

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

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

Part 2

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

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

To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. The following impacts are not sufficient for this credit:

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

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

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

Yes

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

Yes

The name of the campaign (1st campaign):

Student Government Transportation Survey

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

This survey was to evaluate how students interacted with our bus rideshare program, to raise awareness and to include ideas for how to expand and improve our current system.

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

The survey reached 659 students and resulted in an expanded bus ridership program

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

<http://www.unomaha.edu/healthed/UNOTransportationSurveyResults.pdf>

The name of the campaign (2nd campaign):

Evaluation of need for Center for Urban Sustainability

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

The campaign to evaluate whether a center for urban sustainability was needed or beneficial was undertaken by academic & student affairs. Introduction at the July, 2010 Dean's Forum is captured in this summary document:

<http://www.unomaha.edu/aandsaffairs/documents/deansforum/dfsummary07152010.pdf>

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

The obvious measurable outcome was the establishment of the Center for Urban Sustainability in the Fall of 2012 (by the University of Nebraska Board of Regents).

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

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

http://www.unomaha.edu/news/releases/2012/10/29_sustain.php

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

Employee Educators Program

Score	Responsible Party
0.00 / 3.00	

Criteria

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

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

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

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

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

Employee Orientation

Score	Responsible Party
0.00 / 1.00	

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).

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

Staff Professional Development

Score	Responsible Party
0.00 / 2.00	

Criteria

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

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year. It is not necessary that each staff member attend such trainings; the credit is based on making training available to all staff.

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

The following training opportunities are not sufficient for this credit:

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

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

Public Engagement

Points Claimed 12.63

Points Available 16.00

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	3.00 / 3.00
Inter-Campus Collaboration	2.00 / 2.00
Continuing Education	Not Applicable
Community Service	3.63 / 5.00
Community Stakeholder Engagement	2.00 / 2.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	0.00 / 2.00
Hospital Network	Not Applicable

Community Partnerships

Score	Responsible Party
3.00 / 3.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

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

Each partnership conforms to one of the following types:

Type of Partnership	Indicators
A. Supportive	<ul style="list-style-type: none">• <i>Scope:</i> Addresses a sustainability topic or a specific aspect of sustainability (e.g. community garden, environmental remediation, community environmental health and education)• <i>Duration:</i> May be time-limited (short-term projects and events), multi-year, or ongoing• <i>Commitment:</i> Institutional involvement may include financial and/or staff support or may be limited to resource sharing and/or endorsement• <i>Governance:</i> Campus and community leaders or representatives are engaged in program/project development
B. Collaborative	<ul style="list-style-type: none">• <i>Scope:</i> Addresses one or more sustainability challenge and may simultaneously support social equity and wellbeing, economic prosperity, and ecological health (e.g. a green jobs program in an economically disadvantaged neighborhood)• <i>Duration:</i> May be time-limited, multi-year, or ongoing• <i>Commitment:</i> Institution provides faculty/staff, financial, and/or material support• <i>Governance:</i> Campus and local community members are both engaged in program/project development, from agenda setting and planning to decision-making, implementation and review

<p>C.Transformative</p>	<ul style="list-style-type: none"> • <i>Scope:</i> Catalyzes community resiliency and local/regional sustainability by simultaneously supporting social equity and wellbeing, economic prosperity, and ecological health on a community or regional scale (e.g. “transition” projects and partnerships focused on community adaptation to climate change) • <i>Duration:</i> Is multi-year or ongoing and proposes or plans for institutionalized and systemic change • <i>Commitment:</i> Institution provides faculty/staff and financial or material support • <i>Governance:</i> Partnership has adopted a stakeholder engagement framework through which community members, vulnerable populations, faculty, staff, students and other stakeholders are engaged in program/project development, from agenda setting and planning to decision-making, implementation and review
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An institution may have multiple partnerships of each type, however no single partnership may be both supportive and collaborative, collaborative and transformative, or supportive and transformative.

Recognizing the diversity of forms that community partnerships may take, it is not required that a partnership meet all of the criteria listed to be considered supportive or collaborative. A partnership must meet all of the criteria listed to be considered transformative, however. For further guidance in identifying community partnerships that meet the criteria for each type, see the Credit Example in the [STARS Technical Manual](#).

This credit recognizes campus-community partnerships that advance sustainability in an explicit and participatory way. Participatory, community-based research and engaged scholarship around issues of sustainability may be included if it involves formal partnership(s). Although community service activities (e.g. academic service learning, co-curricular service learning and volunteer activities, Work-Study community service and paid community service internships) may involve local partnerships and contribute toward sustainability, they are not included in this credit. Community service is covered by *EN 12: Community Service*.

Submission Note:

Some partnerships are listed on the web site above. For more complete information, see the Sustainability Web Site under each category. <http://www.unomaha.edu/green/index.php>

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

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

Yes

A brief description of the institution’s supportive sustainability partnership(s) with the local community:

UNO has cosponsored and has many of its faculty/staff participating in creation of the Omaha by Design initiative, the Environmental Element. The Environmental Element is: a planning tool that establishes a comprehensive new environmental vision for the city. It consists of more than 600 recommendations and was unanimously approved by the Omaha City Council and incorporated into the City of Omaha’s Master Plan in December 2010. Although first completed during the 2008-2010 time frame, these efforts are ongoing and iterative.

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

Yes

A brief description of the institution's collaborative sustainability partnership(s):

UNO partners with the Omaha Public Power District to host an Academy of Sustainable Environments & Renewable Energy for students each summer. This Academy focuses on the growing need to promote green building practices, technologies, policies and standards to build an environmentally responsible, economically profitable, and healthy future for the region.

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

Yes

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

UNO is a long-standing partner with the Green Omaha Coalition, with faculty and staff having served on its Board of Directors and as a regular host site for meetings and events. UNO also co-sponsors events with GOC like the Reel-to-Real film festival and the Green Home Tour and Expo each year. The GOC's mission is to "Promote a greener Omaha through collaboration, education ■and advocacy." Through each of four councils (Neighborhood, Education, Green Design & Construction and Business), the GOC (and UNO) work to expand sustainability in our city by engaging those in need, those with interest, those with influence and to our broader community through outreach and event efforts each year. Systemic change will only come about through education, collaboration and advocacy with community-wide partners in all locations and Socioeconomic classes.

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

We endeavor to share our good works, lessons learned and engage in partnerships world-wide. Our Center for Urban Sustainability will be most effective if we translate our research, education and outreach in a way that is replicable across the country at a minimum.

The website URL where information about sustainability partnerships is available:

<http://www.unomaha.edu/green/omaha.php>

Inter-Campus Collaboration

Score	Responsible Party
2.00 / 2.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

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

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

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

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

Yes

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

UNO has worked with other University of Nebraska campuses (UNL, UNK, UNMC) to develop a not-yet-approved U-wide Sustainability Policy.

UNO also participates with several other local and regional universities in the Midlands Sustainability Forum (moderated by our friends at Creighton U).

Although UNO is host to the Center for Urban Sustainability, we have participation also from Metropolitan Community College, Creighton University, the University of Nebraska-Lincoln and the University of Nebraska Medical Center.

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

Midlands Sustainability Forum
AASHE

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

Recently, a panel discussion was held for the Nebraska Chapter of the Sierra Club, in which Creighton University, Metropolitan Community College and the University of Nebraska at Omaha all shared our Sustainability programs, projects and progress, including those we had worked on collaboratively. By so doing, we not only grow sustainability on our own campuses, we create opportunities for

further cross-pollination.

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

<http://www.unomaha.edu/green/affiliations.php>

Responsible Party

Patrick Wheeler

Environmental Advocate/Sustainability Champion
EHS

Criteria

Part 1

Institution offers continuing education courses that address sustainability.

Courses that address sustainability include continuing education sustainability courses and continuing education courses that include sustainability. Courses that can be taken for academic credit are not included in this credit. They are covered by the Curriculum subcategory.

Part 2

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

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

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

Institution does not offer continuing education or community education programs.

Community Service

Score	Responsible Party
3.63 / 5.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

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

Part 2

Institution engages students in community service, as measured by the average hours contributed per full-time student per year.
Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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

Number of students engaged in community service:

8,018

Total number of students :

14,786

Does the institution wish to pursue Part 2 of this credit (community service hours)?:

Yes

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

384,805

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

A brief description of the practice of including community service on transcripts, if applicable:

Does the institution provide incentives for employees to participate in community service (on- or off-campus)?:

Yes

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

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

UNO recently opened what we believe to be the first building of its kind in the country dedicated to Community Engagement. To see the myriad programs involved in those efforts, please visit the web site below.

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

<http://www.unomaha.edu/community-engagement-center/>

Community Stakeholder Engagement

Score	Responsible Party
2.00 / 2.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

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

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

And

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

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

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

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

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

Yes

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

Annually, a strategic planning forum is held both to appraise stakeholders of our progress and to seek their input for important initiatives in the upcoming year.

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

The Strategic Planning Steering Committee ensures invitees from our broad community, including those from underrepresented groups, are invited and are actively engaged in our process

List of identified community stakeholders:

Omaha public schools, the Urban League, City of Omaha, Omaha by Design, Omaha Healthy Kids Alliance, Lamp Rynearson & Sons, HDR, the Sustainability Leadership Institute and many other companies, non-profits and NGOs are included.

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

There are many outcomes, though most are detailed in our Strategic Planning Forum reports:

<http://libguides.unomaha.edu/StratPlanForum2013>

http://www.unomaha.edu/plan/spring_2012.php

http://www.unomaha.edu/plan/spring_2011.php

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

<http://libguides.unomaha.edu/StratPlanForum2013>

Participation in Public Policy

Score	Responsible Party
2.00 / 2.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Institution advocates for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability.

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

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

Does the institution advocate for national, state/provincial, or local public policies that support campus sustainability or that otherwise advance sustainability?:

Yes

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

UNO was host site for and a significant number of faculty and staff helped craft Omaha by Design's Environmental Element for the City of Omaha (including interaction with City Council members for its adoption). These efforts are on-going.

<http://www.omahabydesign.org/projects/environmental-element/>

Some faculty and staff have also created Mode Shift Omaha, to help advocate alternatives to single occupant driving in Omaha.

<http://modeshiftomaha.org/>

A brief description of other political positions the institution has taken during the previous three years:

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

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

<http://modeshiftomaha.org/>

Trademark Licensing

Score	Responsible Party
0.00 / 2.00	

Criteria

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

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

Responsible Party

Patrick Wheeler

Environmental Advocate/Sustainability Champion
EHS

Criteria

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

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

Submission Note:

This credit does not apply.

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

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

Operations

Air & Climate

Points Claimed 3.33

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	3.33 / 10.00
Outdoor Air Quality	0.00 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
3.33 / 10.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

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

Part 2

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

Part 3

Institution’s annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO2e) per gross square foot (0.002 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.

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

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

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

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

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

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

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

Yes

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

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

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

No

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

Campus Carbon Calculator

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:

Verdis Group sustainability consultants reviewed the Campus Carbon Calculator and inputs into the calculator.

Scope 1 and Scope 2 GHG emissions::

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

Scope 1 GHG emissions from stationary combustion	9,057.70 <i>Metric Tons of CO2 Equivalent</i>	9,498.70 <i>Metric Tons of CO2 Equivalent</i>
Scope 1 GHG emissions from other sources	2,052.60 <i>Metric Tons of CO2 Equivalent</i>	1,811.10 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from purchased electricity	30,878.70 <i>Metric Tons of CO2 Equivalent</i>	32,912.60 <i>Metric Tons of CO2 Equivalent</i>
Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine total carbon offsets::

	Performance Year	Baseline Year
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>
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

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

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

A brief description of the composting and carbon storage program:

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

Figures needed to determine “Weighted Campus Users”::

	Performance Year	Baseline Year
Number of residential students	1,319	1,359
Number of residential employees	63	63
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	12,248	11,826
Full-time equivalent of employees	1,521	1,460
Full-time equivalent of distance education students	2,928	3,159

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2008	June 30, 2011

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

Gross floor area of building space, performance year:

2,899,292 *Square Feet*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	285,147 <i>Square Feet</i>

Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	510,726 <i>Square Feet</i>

Scope 3 GHG emissions, performance year::

	Emissions
Business travel	---
Commuting	---
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	---
Other categories (please specify below)	---

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

A copy of the most recent GHG emissions inventory:

[UNO_Campus Carbon Calculator_v6.9_2014-05.xlsm](#)

The website URL where the GHG emissions inventory is posted:

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

Outdoor Air Quality

Score	Responsible Party
0.00 / 1.00	

Criteria

Part 1

Institution has adopted policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources. Policies and/or guidelines may include, but are not limited to, prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and other strategies for minimizing mobile emissions.

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

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

Buildings

Points Claimed 2.45

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 / 4.00
Building Design and Construction	1.45 / 3.00
Indoor Air Quality	1.00 / 1.00

Building Operations and Maintenance

Score	Responsible Party
0.00 / 4.00	

Criteria

Institution owns and operates buildings that are:

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

And/or

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

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

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

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

Score	Responsible Party
1.45 / 3.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

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

1) Certified under a green building rating system for new construction and major renovations (e.g. the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, LEED for Healthcare, and/or LEED for Core and Shell Green Building Rating Systems)

2) Certified Living under the Living Building Challenge (LBC)

And/or

3) Designed and built in accordance with formally adopted green building guidelines and policies that cover all of the following topics:

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

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

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

Does the institution have any building space certified under the following green building rating systems for new construction and major renovations?:

	Yes or No
LEED or another 4-tier rating system used by an Established Green Building Council (GBC)	Yes
The DGNB system, Green Star, or another 3-tier GBC rating system	No

BREEAM, CASBEE, or another 5-tier GBC rating system	No
The Living Building Challenge	No
Other non-GBC rating systems (e.g. BOMA BESt, Green Globes)	No

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

Mammel Hall - LEED Gold

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

382,960 *Square Feet*

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

	Certified Floor Area
Minimum Level (e.g. LEED Certified)	0 <i>Square Feet</i>
3rd Highest Level (e.g. LEED Silver)	0 <i>Square Feet</i>
2nd Highest Level (e.g. LEED Gold)	110,949 <i>Square Feet</i>
Highest Achievable Level (e.g. LEED Platinum)	0 <i>Square Feet</i>

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

	Certified Floor Area
Minimum Level	0 <i>Square Feet</i>
Mid-Level	0 <i>Square Feet</i>
Highest Achievable Level	0 <i>Square Feet</i>

Floor area of building space that is certified at each level under a 5-tier rating system for new construction and major renovations used by an Established Green Building Council::

	Certified Floor Area
Minimum Level	0 Square Feet
4th Highest Level	0 Square Feet
Mid-Level	0 Square Feet
2nd Highest Level	0 Square Feet
Highest Achievable Level	0 Square Feet

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

0 Square Feet

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

0 Square Feet

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

272,011 Square Feet

A copy of the guidelines or policies :

[UN_SustainableDesignPolicy_2008.pdf](#)

The date the guidelines or policies were adopted:

May 22, 2008

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

College of Public Affairs and Community Service building renovation.

Roskens Hall renovation.

School of Health, Physical Education and Recreation (HPER) renovation + addition.

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 renovations projects will achieve a minimum number of points to meet certified level. This is accomplished in the design and construction process overseen by Facilities Management and Planning.

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

<http://nebraska.edu/docs/policies/SustainableDesignPolicy.pdf>

Indoor Air Quality

Score	Responsible Party
1.00 / 1.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

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

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

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

Floor area of building space covered by an indoor air quality (IAQ) management program that meets the criteria for this credit:

2,846,481 *Square Feet*

Gross floor area of building space:

2,846,481 *Square Feet*

A brief description of the institution’s indoor air quality program(s) (including information about regular auditing or monitoring, mechanisms for occupants to register complaints, and action plans):

Baseline air sampling has 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.

The website URL where information about the institution’s indoor air quality program(s) is available:

<http://www.unomaha.edu/facilities/maintenance/>

Dining Services

Points Claimed 0.00

Points Available 7.00

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.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit	Points
Food and Beverage Purchasing	0.00 / 4.00
Low Impact Dining	0.00 / 3.00

Food and Beverage Purchasing

Score	Responsible Party
0.00 / 4.00	

Criteria

Part 1

Institution’s dining services purchase food and beverages that meet at least one of the following criteria:

- Local and community-based

And/or

- Third party verified to be ecologically sound, fair and/or humane

Food and beverage purchases that meet both criteria listed above (e.g. local community-based products that are Certified Organic) should not be double-counted.

Local community-based products:

- Are sourced from local community-based producers (directly or through distributors)
- Contain raw ingredients (excluding water) that are third party verified and/or locally harvested and produced (e.g. bread made with Organic flour or local honey) and
- Exclude products from Concentrated Animal Feeding Operations (CAFOs), products that have minimal nutritional value (e.g. soda, chewing gum, candies made predominantly from sweeteners), and products from producers that have been convicted of one or more labor law violations within the previous three years

Products that are not local and community-based must be third party verified to count. Recognized third party standards and certifications for food and beverages are outlined in the [STARS Technical Manual](#). Institutions located outside the U.S. and Canada may use additional third party certifications to identify ecologically sound, fair and humane products, provided the certifications are reported in “Notes about this submission”.

Part 1 of this credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution’s primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending services, and concessions are excluded from Part 1.

Part 2

Institution’s on-site franchises, convenience stores, vending services, and/or concessions purchase food and beverages that are third party verified and/or locally sourced (i.e. meet the criteria outlined in Part 1).

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

Low Impact Dining

Score	Responsible Party
0.00 / 3.00	

Criteria

Part 1

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

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

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

Or

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

Part 2

Institution:

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

And

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

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

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

Points Claimed 2.86

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.

Credit	Points
Building Energy Consumption	2.86 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Consumption

Score	Responsible Party
2.86 / 6.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

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

Part 2

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

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

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

Total building energy consumption, all sources (transportation fuels excluded):

	Performance Year	Baseline Year
Total building energy consumption	312,074 MMBtu	329,739 MMBtu

Purchased electricity and steam:

	Performance Year	Baseline Year
Grid-purchased electricity	141,966 MMBtu	151,316 MMBtu
District steam/hot water	0 MMBtu	0 MMBtu

Gross floor area of building space::

	Performance Year	Baseline Year
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Gross floor area	2,899,292 <i>Gross Square Feet</i>	2,685,736 <i>Gross Square Feet</i>
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Floor area of energy intensive space, performance year::

	Floor Area
Laboratory space	285,147 <i>Square Feet</i>
Healthcare space	0 <i>Square Feet</i>
Other energy intensive space	

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

	Degree days (see help icon above)
Heating degree days	6,150
Cooling degree days	1,404

Source-site ratios::

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

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2008	June 30, 2011

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

Energy consumption baseline was taken from FYs 2009-2011. These years were chosen to give us a solid history representative of average use.

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

A building temperature policy was adopted in May of 2009 to conserve energy and make best use of our resources.

<http://www.unomaha.edu/facilities/documents/buildingtemperaturepolicy3-3-09.pdf>

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

LEDs have been installed in part in most of our major buildings on campus, mostly to replace incandescents. Some LED stick lighting has been used in major hallways of buildings as a pilot to better understand costs and savings. LEDs have replaced HID's in our parking structures and are now piloted on exterior sidewalks to hopefully replace HID's there as well.

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

Occupancy sensors have been installed in all new construction and major renovations the last five years or so. In other buildings, as lighting retrofits have been undertaken, occupancy sensors have been installed there as well.

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

None--yet!

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

None--yet.

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

None

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

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

Energy metering (electricity, gas, Chilled Water & steam) was installed in all major buildings to help monitor our energy use. Unfortunately many of these early meters failed. They are currently being replaced and will provide valuable granular energy use information for all major buildings.

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

This is an on-going effort, driven by facilities management & planning and encouraged by purchasing.

<http://www.unomaha.edu/green/purchasing1.php>

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

All bluegrass has been replaced with drought-tolerant fescue, removed in favor of xeriscaping or native tall grasses, or has at least had its associated irrigation largely reduced.

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

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.

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

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

<http://www.unomaha.edu/facilities/maintenance/energy.php>

Score	Responsible Party
0.00 / 4.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

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

Option 1:	Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here.) The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.
Option 2:	Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.
Option 3:	Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.
Option 4:	Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy’s technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution’s electric utility through a certified green power purchasing option.

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

The following renewable systems are eligible for this credit:

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

- Wind

Biofuels from the following sources are eligible:

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

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

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

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

Total energy consumption (all sources, transportation fuels excluded), performance year:

312,074 MMBtu

Clean and renewable energy from the following sources::

	Performance Year
Option 1: Clean and renewable electricity generated on-site during the performance year and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 2: Non-electric renewable energy generated on-site	0 MMBtu
Option 3: Clean and renewable electricity generated by off-site projects that the institution catalyzed and for which the institution retains or has retired the associated environmental attributes	0 MMBtu
Option 4: Purchased third-party certified RECs and similar renewable energy products (including renewable electricity purchased through a certified green power purchasing option)	0 MMBtu

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

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

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

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

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

Grounds

Points Claimed 2.00

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 water and resources.

Credit	Points
Landscape Management	0.00 / 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">Legally protected areas (e.g. IUCN Category I-VI)Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)</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 & Conservation Planning or an equivalent resource or study.</div> <div>Close</div>

Landscape Management

Score	Responsible Party
0.00 / 2.00	

Criteria

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

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

And/or

- 3) Organic, certified and/or protected

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

Management Level	Standards and/or Certifications Required
1) IPM Plan	IPM plan calls for: <ul style="list-style-type: none">• Using least-toxic chemical pesticides,• Minimum use of chemicals, and• Use of chemicals only in targeted locations and only for targeted species

2) Sustainable Landscape Management Program	<p>The program includes formally adopted guidelines, policies and/or practices that cover all of the following:</p> <ul style="list-style-type: none"> • Integrated pest management (see above) • Plant stewardship - protecting and using existing vegetation (e.g. through the use of a tree care plan), using native and ecologically appropriate plants, and controlling and managing invasive species • Soil stewardship - organic soils management practices that restore and/or maintain a natural nutrient cycle and limit the use of inorganic fertilizers and chemicals • Use of environmentally preferable materials - utilizing reused, recycled and local and sustainably produced landscape materials • Hydrology and water use - restoring and/or maintaining the integrity of the natural hydrology by promoting water infiltration, minimizing or eliminating the use of potable water for irrigation, and protecting/restoring riparian, wetland, and shoreline habitats and lost streams • Materials management and waste minimization - composting and/or mulching waste from groundskeeping, including grass trimmings • Snow and ice management (if applicable) - implementing technologies or strategies to reduce the environmental impacts of snow and ice removal
3) Organic, Certified and/or Protected	<p>Protected areas and land that is:</p> <ul style="list-style-type: none"> • Maintained in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials • Certified Organic • Certified under the Forest Stewardship Council (FSC) Forest Management standard • Certified under the Sustainable Sites Initiative™ (SITES™) and/or • Managed specifically for carbon sequestration (as documented in policies, land management plans or the equivalent)

Land that meets multiple criteria should not be double-counted. An area of grounds that does not meet the standards specified for a particular management level should be reported at the next appropriate level for which it does meet the standards. For example, a landscape management program that includes an IPM plan and meets some, but not all, of the other standards listed for a sustainable landscape management plan should be reported at level 1 (IPM Plan).

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

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">• Legally protected areas (e.g. IUCN Category I-VI)• Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)• Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)• Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) <p>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 & Conservation Planning or an equivalent resource or study.</p> <p>Close</p>	<p>Patrick Wheeler Environmental Advocate/Sustainability Champion EHS</p>

Criteria

<p>The institution conducts one or both of the following:</p> <ul style="list-style-type: none">• An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land <p>And/or</p> <ul style="list-style-type: none">• An assessment to identify environmentally sensitive areas on institution-owned or -managed land <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

recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of any legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance on institution owned or managed land:

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, including the Allwine Prairie Tract (the original preserve), Papio Tract and North Viewshed Tract. The Barn @ Glacier Creek, scheduled for completion in Fall 2013, is an on-site Environmental Education and Research Facility that will provide a field connected laboratory for use by classes as they expand on their field investigations.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable 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 methodology(-ies) used to identify endangered and vulnerable species and/or environmentally sensitive areas and any ongoing assessment and monitoring mechanisms:

Butterfly Monitoring

Since 1998, twenty weekly 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 plant visits by butterflies observed in the censuses. These data provide a characterization of the butterfly community at the Allwine Prairie tract of Glacier Creek Preserve and the nectar plants utilized by the butterfly community, seasonal and annual variations in the community, and determination of the effects of control burns. Following creation of a habitat corridor in 2011 connecting the South and West units, studies have characterized the use of the habitat corridor by the butterfly community, especially the Regal Fritillary, a species of conservation concern. Beginning in 2013, studies of the efficiency and significance of butterflies as pollinators are also ongoing.

Other Monitoring

Other quantitative data or surveys have been collected on flora and grassland birds. Quantative surveys of small mammals and of vegetation were conducted in 2012-2013 on the un-farmed portions of the Papio Tract as a first step in long-term monitoring. Weather data are collected continuously. We also monitor water flow at the spring-fed Glacier Creek as well as siltation along the western lowland adjacent to farmed ground. loral surveys, butterfly and grassland bird surveys, and water quality monitoring of Glacier Creek.

A brief description of identified species, habitats and/or environmentally sensitive areas:

Over 109 species of birds, 12 species of amphibians and reptiles, and 24 species of mammals have been observed in various locations throughout the Preserve. Breeding bird species include the Bobwhite Quail, Mourning Dove, Meadowlark, Dickcissel, and Grasshopper Sparrow. The prairie also serves as a haven to migrant species such as LeConte's and Harris' Sparrows, Marsh Hawks, and Blue-Winged Teal; other species overwinter on the Preserve. 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. Thousands of insects reside at the prairie, including 54 butterfly species.

More than 280 species of woody and herbaceous plants have been identified at the Allwine Prairie Tract of Glacier Creek Preserve. Quantitative surveys of the preserve find slopes and hilltops of the tallgrass areas dominated by big bluestem with little bluestem and sideoats grama common. Lowland areas are predominantly big bluestem, reed canary grass and switchgrass. Little bluestem 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.

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

Vegetation & Fire Effects Monitoring

Ongoing research at Glacier Creek Preserve includes long-term plots established in 1978 which were established to study the effects of fire frequency and season-of-occurrence on grassland plant community composition. In addition, landscape vegetation surveys of the Allwine Prairie tract were conducted in 1979, 1993 and 2009.

Butterfly Monitoring

Since 1998, twenty weekly 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 plant visits by butterflies observed in the censuses. These data provide a characterization of the butterfly community at the Allwine Prairie tract of Glacier Creek Preserve and the nectar plants utilized by the butterfly community, seasonal and annual variations in the community, and determination of the effects of control burns. Following creation of a habitat corridor in 2011 connecting the South and West units, studies have characterized the use of the habitat corridor by the butterfly community, especially the Regal Fritillary, a species of conservation concern. Beginning in 2013, studies of the efficiency and significance of butterflies as pollinators are also ongoing.

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The website URL where information about the institution's biodiversity policies and programs(s) is available:

<http://www.unomaha.edu/prairie/glaciercreek.php>

Purchasing

Points Claimed 0.59

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
Electronics Purchasing	0.25 / 1.00
Cleaning Products Purchasing	0.25 / 1.00
Office Paper Purchasing	0.09 / 1.00
Inclusive and Local Purchasing	0.00 / 1.00
Life Cycle Cost Analysis	0.00 / 1.00
Guidelines for Business Partners	0.00 / 1.00

Score	Responsible Party
0.25 / 1.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

Institution has an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, televisions and imaging equipment.

This credit does not include servers, mobile devices such as tablets and smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Does the institution have an institution-wide stated preference to purchase computers and/or other electronic products that are EPEAT registered or meet similar multi-criteria sustainability standards for electronic products?:
Yes

A copy of the electronics purchasing policy, directive, or guidelines:

The electronics purchasing policy, directive, or guidelines :

http://www.unomaha.edu/green/doc/UNO_IT_GreenGuidelines_v2.pdf

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

All bulk purchases are coordinated through the department of Information Services (IS) which enforces the guidelines they developed. All central computing on campus is under direction of IS who ensures we adhere these guidelines.

Does the institution wish to pursue to pursue Part 2 of this credit (expenditures on EPEAT registered electronics)?:
No

Expenditures on EPEAT registered desktop and laptop computers, displays, thin clients, televisions, and imaging equipment::

	Expenditure Per Level
EPEAT Bronze	---
EPEAT Silver	---
EPEAT Gold	---

Total expenditures on desktop and laptop computers, displays, thin clients, televisions, and imaging equipment:

The website URL where information about the institution's electronics purchasing policy, directive, or guidelines is available:

Cleaning Products Purchasing

Score	Responsible Party
0.25 / 1.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

Institution has an institution-wide stated preference to purchase cleaning and janitorial products that are Green Seal™ or UL Environment (EcoLogo)™ certified and/or meet similar multi-criteria sustainability standards for cleaning and janitorial products. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or UL Environment (EcoLogo) certified cleaning and janitorial products.

Cleaning and janitorial products include, at minimum:

- Cleaning/degreasing agents
- General-purpose, bathroom, glass, and carpet cleaners
- Biologically-active cleaning products (enzymatic and microbial products)
- Floor-care products, e.g. floor finish and floor finish strippers
- Hand cleaners
- Sanitary paper products, e.g. toilet tissue, facial tissue, paper towels, napkins, and placemats
- Plastic film products (e.g. garbage bags/liners)
- Laundry care products including powder, liquid or pre-measured dosage laundry detergents, stain removers and dryer sheets
- Specialty surface cleaning products and odor removers, including but not limited to: boat cleaning products; deck and outdoor furniture cleaning products; graffiti removers; metal cleaning products; motor vehicle (automotive/tire/wheel) cleaning products; motor vehicle windshield washing fluid; optical lens cleaning products; oven cleaning products; upholstery cleaning products; and other cleaning products sold for specific specialty uses

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

Does the institution have an institution-wide stated preference to purchase third party certified cleaning and janitorial products?:
Yes

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

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

All cleaning products are green-seal certified.

It is not formally written by any policy. Environmental Services department made the decision and made it happen.

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

Environmental Services purchases only Green-Seal certified cleaning products as their standard practice.

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

No

Expenditures on Green Seal and/or UL Environment (EcoLogo) certified cleaning and janitorial products:

Total expenditures on cleaning and janitorial products:

Has the institution's main cleaning or housekeeping department(s) and/or contractor(s) adopted a Green Seal or ISSA certified low-impact, ecological ("green") cleaning program?:

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

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

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

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

Score	Responsible Party
0.09 / 1.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

Institution has an institution-wide stated preference to purchase office paper that has recycled content, is certified by the Forest Stewardship Council (FSC), and/or is certified to meet similar multi-criteria sustainability standards for paper. This can take the form of purchasing policies, guidelines, or directives.

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

Part 2

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or FSC certified content.

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

Does the institution have an institution-wide stated preference to purchase office paper that has recycled content and/or is certified to meet multi-criteria sustainability standards for paper?:

No

A copy of the paper purchasing policy, directive or guidelines:

The paper purchasing policy, directive or guidelines:

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

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

Yes

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 <i>US/Canadian \$</i>
30-49 percent	12,230.87 <i>US/Canadian \$</i>
50-69 percent	250.74 <i>US/Canadian \$</i>
70-89 percent (or FSC Mix label)	7,995.62 <i>US/Canadian \$</i>
90-100 percent (or FSC Recycled label)	47.64 <i>US/Canadian \$</i>

Total expenditures on office paper :

98,375.94 *US/Canadian \$*

The website URL where information about the paper purchasing policy, directive, or guidelines is available:

Inclusive and Local Purchasing

Score	Responsible Party
0.00 / 1.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

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

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

Part 2

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

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

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

Life Cycle Cost Analysis

Score	Responsible Party
0.00 / 1.00	

Criteria

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

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

Guidelines for Business Partners

Score	Responsible Party
0.00 / 1.00	

Criteria

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

- 1) Minimum environmental standards and practices defined by the institution, for example as outlined by the institution’s sustainability policies
- And/or
- 2) Minimum standards and practices governing employee wages, benefits, working conditions and rights that are consistent with fundamental International Labor Organization (ILO) conventions.

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

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

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

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

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

Transportation

Points Claimed 2.08

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	0.03 / 1.00
Student Commute Modal Split	0.37 / 2.00
Employee Commute Modal Split	0.43 / 2.00
Support for Sustainable Transportation	1.25 / 2.00

Score	Responsible Party
0.03 / 1.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid
- C. Plug-in hybrid
- D. 100 percent electric
- E. Fueled with Compressed Natural Gas (CNG)
- F. Hydrogen fueled
- G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

- H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution’s motorized fleet includes all cars, carts, trucks, tractors, buses and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution’s fleet :

72

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)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

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

Although not claimed above, biodiesel is incorporated when possible. We now have demonstration vehicles for electric and hybrid-electric fuel. We have entered into agreement with our local utility to purchase or convert at least two vehicles to CNG in this fiscal year.

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

<http://www.unomaha.edu/green/transportation.php>

Student Commute Modal Split

Score	Responsible Party
0.37 / 2.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

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

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

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

Total percentage of students that use more sustainable commuting options:

18.50

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)	81.50
Walk, bicycle, or use other non-motorized means	6.80
Vanpool or carpool	7.20
Take a campus shuttle or public transportation	3.80
Use a motorcycle, scooter or moped	0.70

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

University-wide survey conducted in April 2014 is the most reliable data. Not much has changed in programming since FY2013, so this data should be relatively reflective of the Performance year.

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

Employee Commute Modal Split

Score	Responsible Party
0.43 / 2.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

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:

21.60

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)	78.40
Walk, bicycle, or use other non-motorized means	6.80
Vanpool or carpool	5.90
Take a campus shuttle or public transportation	2
Use a motorcycle, scooter or moped	0.30
Telecommute for 50 percent or more of their regular work hours	6.50

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

University-wide survey conducted in April 2014 is the most reliable data. Not much has changed in programming since FY2013, so this data should be relatively reflective of the Performance year.

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

Support for Sustainable Transportation

Score

1.25 / 2.00

Responsible Party

Patrick Wheeler

Environmental Advocate/Sustainability Champion
EHS

Criteria

Part 1

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

Option A: Institution:

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

And/or

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

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

Part 2

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

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

- Other strategies

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

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

Yes

A brief description of the facilities for bicycle commuters:

Arrangements have been made with the UNO Wellness Center for bike commuters to use the lockers and showers for a reduced cost compared to a full membership.

Secure bike storage is available in parking garages.

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

Yes

A brief description of the bicycle parking and storage facilities:

Bicycling parking is available throughout campus, near most occupied, non-residential buildings and near all residence halls.

Bicycle parking is also listed on UNO's Parking Map available here:

<http://www.unomaha.edu/maps/docs/uno-parking-map-2013-8.pdf>

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

No

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

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

Yes

A brief description of the bicycle sharing program:

Bcycle - Omaha's non-profit bike-sharing program. 2 stations. ~10-15 bikes.

The Bike Library - students can check out a bike, helmet, bike lock for 1-2 days. 4 bikes.

stars.aashe.org

The original Yellow Bike Program - free yellow bikes around campus for use. ~10 bikes.

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

Is the institution certified as a Bicycle Friendly University by the League of American Bicyclists (U.S.) or under a similar third party certification covering non-motorized transportation?:

Yes

A brief description of the certification, including date certified and level:

On March 28, 2012 UNO received Honorable Mention for Bicycle Friendly Universities from the League of American Bicyclists.

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

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

Yes

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

MAVRide provides 800 free bus passes to students on a first-come, first-serve basis. A MAVRide pass allows access to all Metro transit buses during hours of operation.

UNO provides free shuttle service within and between campuses and from remote parking locations to campus.

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

No

A brief description of the GRT program:

Yes, through the Metro RideShare program. See below.

<http://www.mapacog.greenride.com>

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 participates in Metro RideShare, the regional ridesharing program that connects carpooling persons and provides a guaranteed ride home program for participants.

<http://www.mapacog.greenride.com>

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 two Zipcars on campus.

<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:

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:

Does the institution offer a condensed work week option for employees as a matter of policy or as standard practice?:

No

A brief description of the condensed work week program:

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

No

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

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

No

A brief description of other sustainable transportation initiatives and programs:

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

<http://www.unomaha.edu/green/transportation.php>

Waste

Points Claimed 3.58

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.

Credit	Points
Waste Minimization	2.27 / 5.00
Waste Diversion	0.56 / 3.00
Construction and Demolition Waste Diversion	0.00 / 1.00
Hazardous Waste Management	0.75 / 1.00

Waste Minimization

Score	Responsible Party
2.27 / 5.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

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

Part 2

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

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

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

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

Waste generated::

	Performance Year	Baseline Year
Materials recycled	121.50 Tons	125.38 Tons
Materials composted	0 Tons	0 Tons
Materials reused, donated or re-sold	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	574.30 Tons	519.99 Tons

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of residential students	1,319	1,359
Number of residential employees	63	63
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	12,248	11,826
Full-time equivalent of employees	1,521	1,460
Full-time equivalent of distance education students	2,928	3,159

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2008	June 30, 2011

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

Baseline was best estimate of average expected results over 3 years.

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

2007 - Environmental Club of UNO conducted a waste audit in the spring of 2007 prior to start a co-mingled recycling program.

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

All policies encourage use of least material necessary in order to minimize waste.

http://www.unomaha.edu/ehs/documents/uno_waste_minimization_plan.pdf

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

We no longer maintain a warehouse for surplus property, but list on Craig's List any items no longer needed by UNO. This facilitates rapid redistribution of surplus property and virtually eliminates waste.

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

We no longer print course catalogs and only sparingly make directories available in print. Further, most colleges do not print syllabi, but make them (and most other "handout" materials) available electronically.

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

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

Housing managers now help schedule swap meets and make containers available for charitable donations and recycling for large events like move-in/move-out.

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

A brief description of any food waste audits employed by the institution:

UNO operates on an ala carte system, so very little food is taken then wasted.

A brief description of any programs and/or practices to track and reduce pre-consumer food waste in the form of kitchen food waste, prep waste and spoilage:

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

A brief description of the institution's provision of reusable and/or third party certified compostable to-go containers for to-go food and beverage items (in conjunction with a composting program):

UNO has taken the first step in eliminating styrofoam and plastics from almost all of its food service operations, replacing them instead with compostable or biodegradable dinnerware/napkins--mostly from local PLA manufacturer, Cargill. We do not commercially compost but would love to hear about success stories of others.

A brief description of the institution's provision of reusable service ware for “dine in” meals and reusable and/or third party certified compostable service ware for to-go meals (in conjunction with a composting program):

A brief description of any discounts offered to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in to-go food service operations:

A lug-a-mug program was implemented years ago that results in charging the customer for the next smaller size beverage when utilizing reusable drinkware. This initiative was started through student efforts and supported by food services.

A brief description of other dining services waste minimization programs and initiatives:

The website URL where information about the institution’s waste minimization initiatives is available:

<http://www.unomaha.edu/green/purchasing1.php>

Waste Diversion

Score	Responsible Party
0.56 / 3.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

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

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

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP 24: Construction and Demolition Waste Diversion* and *OP 25: Hazardous Waste Management*.

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

Materials diverted from the solid waste landfill or incinerator:

131.90 Tons

Materials disposed in a solid waste landfill or incinerator :

574.34 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate, including efforts made during the previous three years:

New cans have been purchased and distributed across campus for collecting recyclables and waste in the same location. That and efforts to educate incoming students have created a culture where recycling is now an expectation and cultural norm.

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

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

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

Does the institution include the following materials in its waste diversion efforts?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food donations	---
Food for animals	---
Food composting	---
Cooking oil	Yes
Plant materials composting	Yes
Animal bedding composting	---
Batteries	Yes
Light bulbs	Yes
Toner/ink-jet cartridges	Yes
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Motor oil	No
Tires	Yes

Other materials that the institution includes in its waste diversion efforts:

Construction and Demolition Waste Diversion

Score	Responsible Party
0.00 / 1.00	

Criteria

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

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

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

Hazardous Waste Management

Score	Responsible Party
0.75 / 1.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution takes measures to ensure that the electronic waste is recycled responsibly, for example by using a recycler certified under the e-Stewards and/or R2 standards.

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

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

Yes

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

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 of these items are disposed via a Hazardous Waste broker. Veolia environmental services does hazardous and non-reg chem waste. Retrofit recycling does 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:

Chemistry maintains a db of materials and ensures faculty consider available chemicals prior to ordering any. When lab cleanouts are performed, redistribution is coordinated with the department chairs to ensure what should be disposed is and what has good useful life and purpose is redistributed.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish all electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

No

A brief description of the electronic waste recycling program(s):

UNO participates in a Dell takeback program. Otherwise, excess items are disposed locally through an electronics recycler.

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

All of our hard drives are either wiped and disposed by us or handled by a vendor equipped and monitored to safely remove any electronic information. That vendor is also audited to ensure waste is being properly disposed/recycled under safe and environmentally responsible conditions.

The website URL where information about the institution's hazardous and electronic-waste recycling programs is available:

http://www.unomaha.edu/ehs/chemical_safety.php

Points Claimed 2.00

Points Available 6.00

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.

Credit	Points																		
Water Use	0.00 / 3.00																		
	<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>																		
	<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 Risk</td><td>■</td><td>2</td></tr><tr><td>Low to Medium Risk</td><td>1</td><td>3</td></tr><tr><td>Medium to High Risk</td><td>1■</td><td>4</td></tr><tr><td>High Risk</td><td>1■</td><td>5</td></tr><tr><td>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 Risk	■	2	Low to Medium Risk	1	3	Medium to High Risk	1■	4	High Risk	1■	5	Extremely High Risk	2	6
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	Low Risk	■	2																
	Low to Medium Risk	1	3																
	Medium to High Risk	1■	4																
High Risk	1■	5																	
Extremely High Risk	2	6																	
	Close																		
Rainwater Management	2.00 / 2.00																		
Wastewater Management	0.00 / 1.00																		

Water Use

Score

0.00 / 3.00

Responsible Party

Patrick Wheeler

Environmental Advocate/Sustainability Champion

EHS

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 Risk	■	2
Low to Medium Risk	1	3
Medium to High Risk	1■	4
High Risk	1■	5
Extremely High Risk	2	6

Close

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.

Submission Note:

Acres of vegetated grounds was estimated based on one half of the Dodge and Pacific Campuses ($88.79 + 73.79 = 162.58 / 2 = 81.29$ + 230 acres of the Glacier Creek Preserve (allowing 3.1 acres for buildings and road: $243.1 - 3.1 = 240$) for a total of 311.29 vegetated acres.

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

Level of water risk for the institution's main campus:

Low to Medium

Total water use (potable and non-potable combined)::

	Performance Year	Baseline Year
Total water use	58,740,626 Gallons	54,254,196 Gallons

Potable water use::

	Performance Year	Baseline Year
Potable water use	58,740,626 Gallons	54,254,196 Gallons

Figures needed to determine "Weighted Campus Users"::

	Performance Year	Baseline Year
Number of residential students	1,319	1,359
Number of residential employees	63	63
Number of in-patient hospital beds	0	0
Full-time equivalent enrollment	12,248	11,826
Full-time equivalent of employees	1,521	1,460
Full-time equivalent of distance education students	2,928	3,159

Gross floor area of building space::

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

Gross floor area	2,899,292 <i>Square Feet</i>	2,685,736 <i>Square Feet</i>
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Area of vegetated grounds::

	Performance Year	Baseline Year
Vegetated grounds	311.29 <i>Acres</i>	311.29 <i>Acres</i>

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

	Start Date	End Date
Performance Year	July 1, 2012	June 30, 2013
Baseline Year	July 1, 2008	June 30, 2011

A brief description of when and why the water use baseline was adopted:

Baseline was adopted to be representative of three recent years.

Water recycled/reused on campus, performance year:

0 *Gallons*

Recycled/reused water withdrawn from off-campus sources, performance year:

0 *Gallons*

A brief description of any water recovery and reuse systems employed by the institution:

a bioretention garden was constructed to capture the first inch of rain from the Welcome Center in rain events and drain completely within 24-48 hours. This does not result in water being "extracted," but sequestered on site. It is, therefore, not metered.

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

A brief description of any building retrofit practices employed by the institution, e.g. to install high efficiency plumbing fixtures and fittings:

Building renovations and retrofits utilize current code prescribed water saving fixtures at all locations.

A brief description of any policies or programs employed by the institution to replace appliances, equipment and systems with water-efficient alternatives:

A brief description of any water-efficient landscape design practices employed by the institution (e.g. xeriscaping):

Wide use of native tallgrass plantings have recently been added in place of traditional turf grass installations at most buildings and redeveloped areas.

A brief description of any weather-informed irrigation technologies employed by the institution:

Rainfall sensitive irrigation controllers are being retrofitted to irrigation systems across campus as funds allow.

A brief description of other water conservation and efficiency strategies employed by the institution:

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

<http://www.unomaha.edu/green/landscaping.php>

Score	Responsible Party
2.00 / 2.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

Institution uses Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate rainwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for Part 1 of this credit.

Part 2

Institution has adopted a rainwater/stormwater management policy, plan, and/or strategies that mitigate the rainwater runoff impacts of ongoing campus operations and treat rainwater as a resource rather than as a waste product.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of rainwater runoff through the use of green infrastructure. Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for Part 2 of this credit.

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

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

Does the institution use Low Impact Development (LID) practices as a matter of policy or standard practice to reduce rainwater/stormwater runoff volume and improve outgoing water quality for new construction, major renovation, and other projects?:

Yes

A brief description of the institution’s Low Impact Development (LID) practices:

In keeping with the Clean Water Act requirements and sound engineering practices, in partnership with the City of Omaha, UNO constructed a bioretention garden to demonstrate how low impact development could also be aesthetically pleasing and could help greatly reduce costs for stormwater infrastructure by reducing size and volume requirements.

Has the institution adopted a rainwater/stormwater management policy, plan, or strategies that mitigate the rainwater runoff impacts of ongoing campus operations through the use of green infrastructure? :

Yes

A brief description of the institution's rainwater/stormwater management policy, plan, and/or strategies for ongoing campus operations:

In addition to the above, bioswales are used to sequester rainwater on campus as much as possible without increasing the need for stormwater infrastructure.

A brief description of any rainwater harvesting employed by the institution:

At Mammel Hall:

The Bioretention Garden commonly referred to as a rain garden, is a shallow depression with amended soils and a sub drain system to collect stormwater runoff, allowing for increased infiltration, and convey excess water slowly to the nearest outflow or channel. The capture keeps the stormwater from directly flowing into storm drains and surface waters, which creates potential for erosion, water pollution, flooding, and diminished groundwater replenishment. It reduces the amount of pollution reaching creeks and streams by up to 30%. The word "garden" is important.

In most locations, Bioretention Gardens are noticeable parts of the landscape, so they have a design component for an aesthetic appeal. These gardens encourage wildlife and biodiversity and contribute to urban habitats for native butterflies, birds, and beneficial insects. But it is the Bioretention Garden's function that is most important. The functionality depends on careful, combined management of water, soil and plants.

Native plants are typically used in Bioretention Gardens, and are not only preferred for Bioretention Gardens, they are essential for their success. Native plants have roots that extend deep into the soil (up to 15 or more feet). These roots open up the soil pores, improve soil structure and quality, and enhance water infiltration. A typical Bioretention Garden might have the following cross-section.

Rainwater harvested directly and stored/used by the institution, performance year:

A brief description of any rainwater filtering systems employed by the institution to treat water prior to release:

A brief description of any living or vegetated roofs on campus:

A brief description of any porous (i.e. permeable) paving employed by the institution:

A brief description of any downspout disconnection employed by the institution:

A brief description of any rain gardens on campus:

The UNO Bioretention Garden functions as a stormwater best management practice that captures landscape and roof rainwater after each storm event and infiltrates the runoff into the soil within 12-24 hours. It is similar to a rain garden, but since it handles significant volumes of water, it is designed with a valved underdrain trench and pipe that ensures good drainage prior to plant growth. Over time, the plants will establish deep root systems that will help infiltrate water into the soil and no runoff to the adjacent parking lot is expected to occur except during extreme rain events.

The plants have been selected for their adaptability to local climate and soil conditions, and most are native to the region. They are placed in the garden based upon their seasonal beauty, height, complementary combinations with adjacent plants, and relative tolerance for wet soils (frequent inundation in the garden bottom, never inundated outside of the garden ponding areas).

The garden is also designed to be an inviting “front door” to the UNO Welcome Center and it provides a comfortable campus space for students, faculty/staff, and campus visitors.

A brief description of any stormwater retention and/or detention ponds employed by the institution:

A brief description of any bioswales on campus (vegetated, compost or stone):

The Bioretention Garden commonly referred to as a rain garden, is a shallow depression with amended soils and a sub drain system to collect stormwater runoff, allowing for increased infiltration, and convey excess water slowly to the nearest outflow or channel. The capture keeps the stormwater from directly flowing into storm drains and surface waters, which creates potential for erosion, water pollution, flooding, and diminished groundwater replenishment. It reduces the amount of pollution reaching creeks and streams by up to 30%. The word “garden” is important.

In most locations, Bioretention Gardens are noticeable parts of the landscape, so they have a design component for an aesthetic appeal. These gardens encourage wildlife and biodiversity and contribute to urban habitats for native butterflies, birds, and beneficial insects. But it is the Bioretention Garden’s function that is most important. The functionality depends on careful, combined management of water, soil and plants.

Native plants are typically used in Bioretention Gardens, and are not only preferred for Bioretention Gardens, they are essential for their success. Native plants have roots that extend deep into the soil (up to 15 or more feet). These roots open up the soil pores, improve soil structure and quality, and enhance water infiltration. A typical Bioretention Garden might have the following cross-section.

A brief description of any other rainwater management technologies or strategies employed by the institution:

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

<http://www.unomaha.edu/enotes/2013/img/updatedbioretention.pdf>

Wastewater Management

Score	Responsible Party
0.00 / 1.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Institution’s wastewater is handled naturally on campus or in the local community. Natural wastewater systems include, but are not limited to, constructed treatment wetlands and Living Machines. To count, wastewater must be treated to secondary or tertiary standards prior to release to water bodies.

This credit recognizes natural handling of the water discharged by the institution. On-site recycling/reuse of greywater and/or blackwater is recognized in *OP 26: Water Use*.

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

Total wastewater discharged:

0 Gallons

Wastewater naturally handled:

0 Gallons

A brief description of the natural wastewater systems used to handle the institution’s wastewater:

The website URL where information about the institution’s wastewater management practices is available:

Planning & Administration

Coordination, Planning & Governance

Points Claimed 6.83

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	2.83 / 4.00
Governance	3.00 / 3.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on just one department or school within the institution does not count for this credit in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee, office, and/or officer that focuses on sustainability broadly and covers the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the committee(s), office(s), and/or officer(s) during the previous three years:

The UNO Sustainability Committee is the re-organized UNO Green Task Force that was originally created in fall 2008, that strives for sustainability on the UNO campus. Sustainability is simply living in such a way that future generations can do the same. This means we must practice stewardship of our resources so that we, and those that follow after us, may continue to enjoy good health, prosperity and a healthy planet. UNO is dedicated to exploring ways of introducing sustainability to our campus.

Created vision for sustainability
Helped craft IS green guidelines
provided energy saving and sustainability tips to the campus
Established green thumbs programs
Helped campus obtain Tree Campus USA Campus status
Helped conduct a Renewable Energy Overlay for campus

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:

The Sustainability Committee is charged with advising UNO administration on specific recommendations and actions pertaining to sustainability as they directly relate to UNO.

The mission of the committee shall be composed of three central goals:

- To identify sustainability opportunities and to develop a recommended action plan for each;
- To integrate sustainability with campus operations, education and outreach, wherever and whenever prudence dictates;
- To engage the campus in an ongoing dialogue about sustainability;

The Committee shall choose projects and subcommittees related to these three goals, as appropriate.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

COMMITTEE CHAIR

Angie Eikenberry, Associate Professor, School of Public Administration

aeikenberry@unomaha.edu

PERMANENT MEMBERS

John Amend, Asst V/C and Director of Facilities Management and Planning

jamend@unomaha.edu

Patrick Wheeler, Senior Chemical and Radiation Specialist, Environmental Health and Safety

pwheeler@unomaha.edu

Tim Hemsath or James Taylor, Center for Urban Sustainability

themsath3@unl.edu

or

jtaylor@nebraska.edu

Olivia Whittaker, Student Government Sustainability Committee Chair

owhittaker@unomaha.edu

APPOINTED MEMBERS

Marcia Adler, Director, Health Services

madler@unomaha.edu

Emily Poeschl, Associate Director of Marketing, University Communications

epoeschl@unomaha.edu

Raechel Meyer, Graphic Designer, Student Affairs

rameyer@unomaha.edu

Jessie Combs, Senior Accountant, Controller

jessiecombs@unomaha.edu

Ethan Anderson, Operations Coordinator, Intercollegiate Athletics

ethananderson@unomaha.edu

Jonna Holland, Associate Professor of Marketing, College of Business Administration

jholland@unomaha.edu

COMMUNITY MEMBER

Mary Ferdig, President and CEO, Sustainability Leadership Institute

mferdig@sustainabilityleaders.org

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

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

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

No

A brief description of each sustainability office:

Full-time equivalent (FTE) of people employed in the sustainability office(s):

0.30

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

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

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Patrick G. Wheeler, Environmental Advocate/Sustainability Champion

A brief description of each sustainability officer position:

Serve as primary sustainability contact for university. Develop/coordinate/initiate programs to establish and strengthen sustainable practices, by working with a committee of campus volunteers to advise the administration on sustainability-related matters. Foster collaboration and communication campus-wide to promote and communicate sustainability and establish an information clearinghouse for sustainability actions, activities and plans.

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

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

stars.aashe.org

Score	Responsible Party
2.83 / 4.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Institution has current and formal plans to advance sustainability. The plan(s) cover one or more of the following areas:

- Curriculum
- Research (or other scholarship appropriate for the institution)
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Dining Services/Food
- Energy
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Health, Wellbeing & Work
- Investment
- Other

The plan(s) may include measurable objectives with corresponding strategies and timeframes to achieve the objectives.

The criteria may be met by any combination of formally adopted plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

Does the institution have current and formal plans to advance sustainability in the following areas? Do the plans include measurable objectives?:

	Current and Formal Plans (Yes or No)	Measurable Objectives (Yes or No)
Curriculum	Yes	Yes
Research (or other scholarship)	Yes	No
Campus Engagement	Yes	Yes
Public Engagement	Yes	Yes
Air and Climate	No	No
Buildings	Yes	Yes
Dining Services/Food	No	No
Energy	Yes	No
Grounds	Yes	No
Purchasing	Yes	No
Transportation	Yes	No
Waste	No	No
Water	No	No
Diversity and Affordability	Yes	Yes
Health, Wellbeing and Work	Yes	Yes
Investment	No	No
Other	No	No

A brief description of the plan(s) to advance sustainability in Curriculum:

Recently created undergraduate concentration and minor, working on a graduate certificate.

The measurable objectives, strategies and timeframes included in the Curriculum plan(s):

Creation of programs and inclusion in program descriptions and course listings

Accountable parties, offices or departments for the Curriculum plan(s):

Sustainability Curriculum Task Force

A brief description of the plan(s) to advance sustainability in Research (or other scholarship):

Creation of and activity by the Center for Urban Sustainability

The measurable objectives, strategies and timeframes included in the Research plan(s):

Create and measure funded projects involving sustainability and industry partners

Accountable parties, offices or departments for the Research plan(s):

Interim Director, Center for Urban Sustainability

A brief description of the plan(s) to advance Campus Engagement around sustainability:

Sustainability Committee has contracted with Verdis Group to create a Sustainability Master Plan

The measurable objectives, strategies and timeframes included in the Campus Engagement plan:

Creation and release of plan in October, 2014.

Accountable parties, offices or departments for the Campus Engagement plan(s):

Sustainability Committee and Project Liaisons.

A brief description of the plan(s) to advance Public Engagement around sustainability:

Sustainability Partners have secured space in the Barbara Weitz Community Engagement Center with the explicit goal of working with community members and other building occupants to advance sustainability in our community.

The measurable objectives, strategies and timeframes included in the Public Engagement plan(s):

Identify all points of contact and preliminary partnerships by the end of calendar year 2014.

Accountable parties, offices or departments for the Public Engagement plan(s):

Environmental Advocate/Sustainability Champion

A brief description of the plan(s) to advance sustainability in Air and Climate:

The measurable objectives, strategies and timeframes included in the Air and Climate plan(s):

Accountable parties, offices or departments for the Air and Climate plan(s):

A brief description of the plan(s) to advance sustainability in Buildings:

Continuously evaluate energy savings projects on campus and implement when prudent.

The measurable objectives, strategies and timeframes included in the Buildings plan(s):

Energy reduction and lowering of energy density in all university buildings.

Accountable parties, offices or departments for the Buildings plan(s):

Assistant Director, Facilities Management & Planning

A brief description of the plan(s) to advance sustainability in Dining Services/Food:

The measurable objectives, strategies and timeframes included in the Dining Services/Food plan(s):

Accountable parties, offices or departments for the Dining Services/Food plan(s):

A brief description of the plan(s) to advance sustainability in Energy:

Reduce overall campus energy use and help evaluate opportunities for alternative energy use.

The measurable objectives, strategies and timeframes included in the Energy plan(s):

Create a renewable energy demonstration project within the next year.

Accountable parties, offices or departments for the Energy plan(s):

Facilities Management & Planning

A brief description of the plan(s) to advance sustainability in Grounds:

Improve sustainability of campus landscape

The measurable objectives, strategies and timeframes included in the Grounds plan(s):

Reduce chemical use, water for irrigation and expand use of diverse and native plants on campus.

Accountable parties, offices or departments for the Grounds plan(s):

Sustainability Committee, Manager, Landscape Services

A brief description of the plan(s) to advance sustainability in Purchasing:

Improve sustainability purchasing practices of campus

The measurable objectives, strategies and timeframes included in the Purchasing plan(s):

Create green purchasing guidelines with the assistance of the Nebraska Business Development Center

Accountable parties, offices or departments for the Purchasing plan(s):

Jean Waters, NBDC, Ken Hultman, Purchasing

A brief description of the plan(s) to advance sustainability in Transportation:

Reduce single occupant vehicle dependency on campus

The measurable objectives, strategies and timeframes included in the Transportation plan(s):

Create sustainability transportation options for campus as part of the Sustainability Master Plan by October, 2014.

Accountable parties, offices or departments for the Transportation plan(s):

Sustainability Committee, Project Liaisons

A brief description of the plan(s) to advance sustainability in Waste:

Reduce waste production and increase landfill diversion

The measurable objectives, strategies and timeframes included in the Waste plan(s):

Create better tracking mechanisms for solid waste, recycling, diversion and building recycling report cards.

Accountable parties, offices or departments for the Waste plan(s):

Sustainability Committee, project liaisons

A brief description of the plan(s) to advance sustainability in Water:

Reduce water use while maintaining high quality of living on campus

The measurable objectives, strategies and timeframes included in the Water plan(s):

Develop plan for water reduction using low flow fixtures and further reducing landscape irrigation in 2014.

Accountable parties, offices or departments for the Water plan(s):

Sustainability Committee, Manager, Landscape Services

A brief description of the plan(s) to advance Diversity and Affordability:

Follow the Diversity Action Plan

The measurable objectives, strategies and timeframes included in the Diversity and Affordability plan(s):

As detailed in the plan:

<http://www.unomaha.edu/humanresources/Documents/diversityplan1.pdf>

Accountable parties, offices or departments for the Diversity and Affordability plan(s):

Office of Equity, Access & Diversity

A brief description of the plan(s) to advance sustainability in Health, Wellbeing and Work:

Follow plan of MavRec Wellness

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

The measurable objectives, strategies and timeframes included in the Health, Wellbeing and Work plan(s):

Improve wellness, reduce sickness and disease and promote healthy and sustainable living.

Accountable parties, offices or departments for the Health, Wellbeing and Work plan(s):

Wellness Committee.

A brief description of the plan(s) to advance sustainability in Investment:

The measurable objectives, strategies and timeframes included in the Investment plan(s):

Accountable parties, offices or departments for the Investment plan(s):

A brief description of the plan(s) to advance sustainability in other areas:

stars.aashe.org

The measurable objectives, strategies and timeframes included in the other plan(s):

Accountable parties, offices or departments for the other plan(s):

The institution's definition of sustainability:

Sustainability is the careful and efficient stewardship of resources by businesses, communities, and citizens. It is the practice of meeting our needs in ways that are respectful of future generations and restorative of natural, cultural and financial assets.

Sustainable management is a whole systems approach to achieving superior performance in delivering desired outcomes to all stakeholders by business, government, and civil society.

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

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

Sustainability is one of five identified campus priorities.

http://www.unomaha.edu/plan/documents/campus_priorities_022012.pdf

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

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

Score	Responsible Party
3.00 / 3.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

Institution’s students participate in governance in one or more of the following ways:

- A. All enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one student representative on the institution’s governing body. To count, student representatives must be elected by their peers or appointed by a representative student body or organization.

And/or

C. Students have a formal role in decision-making in regard to one or more of the following:

- Establishing organizational mission, vision, and/or goals
- Establishing new policies, programs, or initiatives
- Strategic and long-term planning
- Existing or prospective physical resources
- Budgeting, staffing and financial planning
- Communications processes and transparency practices
- Prioritization of programs and projects

Part 2

Institution’s staff participate in governance in one or more of the following ways:

- A. All staff members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)
- B. There is at least one non-supervisory staff representative on the institution’s governing body. To count, staff representatives must be elected by their peers or appointed by a representative staff body or organization.

And/or

C. Non-supervisory staff have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Part 3

Institution’s faculty participate in governance in one or more of the following ways:

A. All faculty members, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)

B. There is at least one teaching or research faculty representative on the institution’s governing body. To count, faculty representatives must be elected by their peers or appointed by a representative faculty body or organization.

And/or

C. Faculty have a formal role in decision-making in regard to one or more of the areas outlined in Part 1.

Participatory or shared governance bodies, structures and/or mechanisms may be managed by the institution (e.g. committees, councils, senates), by stakeholder groups (e.g. student, faculty and staff committees/organizations), or jointly (e.g. union/management structures).

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

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

Do all enrolled students, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which students have an avenue to participate in one or more governance bodies:

Students elect student government representatives and student body president & regent.

Is there at least one student representative on the institution’s governing body who was elected by peers or appointed by a representative student body or organization?:

Yes

A brief description of student representation on the governing body, including how the representatives are selected:

Student President/Regent. These are elected by students and participate in all Board of Regents meetings on behalf of UNO.

Do students have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	No

Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	---

A brief description of the formal student role in regard to each area indicated, including examples from the previous three years:

Students are active participants in our Strategic Planning Forums each year, which give them an active voice in the areas depicted above. See strategic planning outcomes in previous sections for examples.

<http://www.unomaha.edu/plan/forums.php>

Student Government must also vote on any increases in student fees and are typically consulted before undertaking any new programs or commitment of resources.

Do all staff, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all staff have an avenue to participate in one or more governance bodies:

We elect Staff Advisory Council representatives from across our campus.

Is there at least one non-supervisory staff representative on the institution's governing body who was elected by peers or appointed by a representative staff body or organization?:

Yes

A brief description of non-supervisory staff representation on the governing body, including how the representatives are selected:

Composition of the Staff Advisory Council is required to include Office/Service staff.

Do non-supervisory staff have a formal role in decision-making in regard to the following? :

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	No
Strategic and long-term planning	Yes
Existing or prospective physical resources	No
Budgeting, staffing and financial planning	No
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal staff role in regard to each area indicated, including examples from the previous three years:

As with students, staff are invited to participate (and actively do so) in our Strategic Planning Forums. This provides them an active voice in the areas depicted above.

<http://www.unomaha.edu/plan/forums.php>

Do all faculty, regardless of type or status, have an avenue to participate in one or more governance bodies (through direct participation or the election of representatives)?:

Yes

A brief description of the mechanisms through which all faculty (including adjunct faculty) have an avenue to participate in one or more governance bodies:

Faculty elect representatives to the Faculty Senate.

Is there at least one teaching or research faculty representative on the institution's governing body who was elected by peers or appointed by a representative faculty body or organization?:

Yes

A brief description of faculty representation on the governing body, including how the representatives are selected:

The Faculty Senate President serves on the Chancellor's Council and advises on all matters related to the faculty.

Do faculty have a formal role in decision-making in regard to the following?:

	Yes or No
Establishing organizational mission, vision, and/or goals	Yes
Establishing new policies, programs, or initiatives	Yes
Strategic and long-term planning	Yes
Existing or prospective physical resources	Yes
Budgeting, staffing and financial planning	Yes
Communications processes and transparency practices	Yes
Prioritization of programs and projects	Yes

A brief description of the formal faculty role in regard to each area indicated, including examples from the previous three years:

Faculty are active participants in our Strategic Planning Forums each year, addressing the areas stated above and further participate through an advisory role to the Chancellor's Council and Cabinet.

<http://www.unomaha.edu/plan/forums.php>

The website URL where information about the institution's governance structure is available:

<http://www.unomaha.edu/cas/gov.php>

Diversity & Affordability

Points Claimed 5.75

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	1.75 / 2.00
Assessing Diversity and Equity	0.00 / 1.00
Support for Underrepresented Groups	2.00 / 2.00
Support for Future Faculty Diversity	1.00 / 1.00
Affordability and Access	1.00 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.75 / 2.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus. The committee, office and/or officer focuses on student and/or employee diversity and equity.

Part 2

Institution makes cultural competence trainings and activities available to all members of one or more of the following groups:

- Students
- Staff
- Faculty
- Administrators

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity and equity on campus?:

Yes

Does the committee, office and/or officer focus on one or both of the following?:

	Yes or No
Student diversity and equity	Yes
Employee diversity and equity	Yes

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

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.

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.

The full-time equivalent of people employed in the diversity and equity office:

1

The website URL where information about the diversity and equity committee, office and/or officer is available:

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

Does the institution make cultural competence trainings and activities available to all members of the following groups?:

	Yes or No
Students	---
Staff	Yes
Faculty	Yes
Administrators	Yes

A brief description of the 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.

The website URL where information about the cultural competence trainings is available:

<https://www.edurisklearning.org/pe/register/include/processlogin.jsp?uri=%2Fpe%2F>

Assessing Diversity and Equity

Score	Responsible Party
0.00 / 1.00	

Criteria

- Institution assesses diversity and equity on campus and uses the results to guide policy, programs, and initiatives. The assessment(s) address one or more of the following areas:
1. **Campus climate**, e.g. through a survey or series of surveys to gather information about the attitudes, perceptions and experiences of campus stakeholders and underrepresented groups
 2. **Student diversity and educational equity**, e.g. through analysis of institutional data on diversity and equity by program and level, comparisons between graduation and retention rates for diverse groups, and comparisons of student diversity to the diversity of the communities being served by the institution
 3. **Employee diversity and employment equity**, e.g. through analysis of institutional data on diversity and equity by job level and classification, and comparisons between broad workforce diversity, faculty diversity, management diversity and the diversity of the communities being served by the institution
 4. **Governance and public engagement**, e.g. by assessing access to and participation in governance on the part of underrepresented groups and women, the centrality of diversity and equity in planning and mission statements, and diversity and equity in public engagement efforts

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

Support for Underrepresented Groups

Score	Responsible Party
2.00 / 2.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

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

This credit excludes programs to help build a diverse faculty throughout higher education, which are covered in *PA 7: Support for Future Faculty Diversity*.

Part 2

Institution has a discrimination response policy, program and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.

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

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support underrepresented groups?:

Yes

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

These include the 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 website URL where more information about the support programs for underrepresented groups is available:

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

stars.aashe.org

Does the institution have a discrimination response policy and/or team (or the equivalent) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response policy, program and/or team:

Yes. These are investigated by the Office of Equity, Access & Diversity

<http://www.unomaha.edu/diversity/Documents/IssueResolution.pdf>

Examples can be obtained by contacting the Office of Equity, Access & Diversity
Eppley Administration Building, Second Floor, Room 207B
6001 Dodge Street, Omaha, NE 68182-0263
Phone (402) 554-3490, Fax (402) 554-3490

The website URL where more information about the institution's discrimination response policy, program and/or team is available:

<http://www.unomaha.edu/diversity/Documents/IssueResolution.pdf>

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Does the institution produce a publicly accessible inventory of gender neutral bathrooms on campus?:

Yes

Support for Future Faculty Diversity

Score	Responsible Party
1.00 / 1.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

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

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Does the institution administer and/or participate in a program or programs to help build a diverse faculty that meet the criteria for this credit?:

Yes

A brief description of the institution’s programs that help increase the diversity of higher education faculty:

The details are specified by position of employees who have purview over hiring and promotion. See the Diversity Plan for details.

<http://www.unomaha.edu/humanresources/Documents/diversityplan1.pdf>

Further guidance is available at the system level at the link below.

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

<http://www.nebraska.edu/administration/chancellors-and-vice-presidents/53-central-administratio>
[n/diversity-and-equity.html](http://www.nebraska.edu/administration/chancellors-and-vice-presidents/53-central-administratio)

Affordability and Access

Score	Responsible Party
1.00 / 4.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution’s faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution is accessible and affordable to low-income students as demonstrated by one or more of the following indicators:

- A. The percentage of entering students that are low-income
- B. The graduation/success rate for low-income students
- C. The percentage of student financial need met, on average
- D. The percentage of students graduating with no interest-bearing student loan debt

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:
Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

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.

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

A brief description of any programs to prepare students 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. 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.

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 and the Office of Latino/Latin American Studies programs. See those pages for details.

<http://www.unomaha.edu/ollas/studentopps.php>

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

A brief description of any targeted outreach to recruit students from low-income backgrounds:

A brief description of other admissions policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other financial aid policies or programs to make the institution accessible and affordable to low-income students:

A brief description of other policies and programs to make the institution accessible and affordable to low-income students not covered above:

Does the institution have policies and programs in place to support non-traditional students?:

Yes

A brief description of any scholarships provided specifically for part-time students:

UNO Women's Club scholarships are offered to part-time students.

A brief description of any onsite child care facilities, partnerships with local facilities, and/or subsidies or financial support to help meet the child care needs of students:

A 69-child child care center is owned and operated by the university on the Dodge Campus. Details on the center and subsidies can be found at the CCC web site.

<http://mbsc.unomaha.edu/child.php>

A brief description of other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (accessibility and affordability indicators)?:

No

Indicators that the institution is accessible and affordable to low-income students::

	Percentage (0-100)
The percentage of entering students that are low-income	---

The graduation/success rate for low-income students	---
The percentage of student financial need met, on average	---
The percentage of students graduating with no interest-bearing student loan debt	---

The percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

The website URL where information about the institution's affordability and access programs is available:

Health, Wellbeing & Work

Points Claimed 1.00

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 making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and acting to protect and positively affect the health, safety and wellbeing of the campus community. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

Credit	Points
Employee Compensation	0.00 / 3.00
Assessing Employee Satisfaction	0.00 / 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	

Criteria

Part 1

Institution’s employees and/or the employees of its on-site contractors are covered by sustainable compensation standards, guidelines, or policies and/or collective bargaining agreements.

A sustainable compensation (or “living wage”) standard, guideline or policy is one that addresses wages and benefits in terms of the ability of employees to meet basic needs. For example, a sustainable compensation policy may index hourly wages to a poverty guideline or to local cost-of-living indicators. A labor market survey, salary survey or similar assessment may be used in conjunction with a basic needs/cost-of-living approach, but is not sufficient on its own to count as a sustainable compensation policy.

Part 2

Institution’s employees and/or the employees of its on-site contractors receive sustainable compensation.

To earn points for Part 2 of this credit, an institution must assess employee compensation against one or more of the following:

1. A sustainable compensation standard developed or adopted by a committee with multi-stakeholder representation (i.e. its membership includes faculty, staff, and students and may include Human Resources administrators or other parties). The standard need not be formally adopted by the institution.
2. A sustainable compensation standard that is in use in the institution’s locality. The standard may be formal (e.g. a “living wage” ordinance covering public employees) or informal (e.g. a standard adopted by a local, regional or national campaign).
3. An appropriate poverty guideline, threshold or low-income cut-off for a family of four.

For institutions that elect to assess compensation against a poverty guideline, threshold or low-income cut-off, sustainable compensation is defined as wages equivalent to 120 percent of the poverty guideline for a family of four. An institution may offset up to 20 percent of the wage criteria with employer-paid benefits that address basic needs (e.g. healthcare and retirement contributions).

Both parts of this credit are based on the total number of employees working on campus as part of regular and ongoing campus operations, which includes:

- Staff and faculty, i.e. all regular full-time, regular part-time and temporary (or non-regular) employees, including adjunct faculty and graduate student employees (e.g. teaching and research assistants). Institutions may choose to include or omit undergraduate student workers.
- Employees of contractors that work on-site as part of regular and ongoing campus operations. Such contractors may include, but are not limited to, providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services.

Construction and demolition crews and other temporary contracted employees may be excluded.

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

Assessing Employee Satisfaction

Score	Responsible Party
0.00 / 1.00	

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.

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

Wellness Program

Score	Responsible Party
1.00 / 1.00	Patrick Wheeler Environmental Advocate/Sustainability Champion EHS

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all members of any of the following groups:

- Students
- Staff
- Faculty

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

Does the institution make counseling, referral, and wellbeing services available to all members of the following groups?:

	Yes or No
Students	Yes
Staff	Yes
Faculty	Yes

A brief description of the institution’s wellness and/or employee assistance program(s):

The UNO Counseling Center 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 the Counseling Center are eager to assist you in these pursuits.

The Center is staffed by licensed mental health practitioners and a graduate assistant. Each is committed to providing support and encouraging personal success in identifying and reaching your goals.

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.

Assessment, short-term counseling, referral and follow-up • Management / supervisory education and consultation • Crisis management / intervention / counseling • Departmental orientations to FEAP services • Conflict management • Educational in-services and workshops .

<http://www.unomaha.edu/humanresources/unoempfeap.php>

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

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

Workplace Health and Safety

Score	Responsible Party
0.00 / 2.00	

Criteria

Part 1

Institution has reduced its total number of reportable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 5 reportable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/CCOHS-reportable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *Sampling and Data Standards*, below, for further guidance on reporting injuries and disease cases.

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

Investment

Points Claimed 0.00

Points Available 7.00

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

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

Credit	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 similar body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution’s investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

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

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

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	

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.

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

Innovation

Innovation

Points Claimed 0.00

Points Available 4.00

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 1	0.00 / 1.00
Innovation 2	0.00 / 1.00
Innovation 3	0.00 / 1.00
Innovation 4	0.00 / 1.00

Score	Responsible Party
0.00 / 1.00	

Criteria

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

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Score	Responsible Party
0.00 / 1.00	

Criteria

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

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Score	Responsible Party
0.00 / 1.00	

Criteria

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

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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

Innovation 4

Score

Responsible Party

0.00 / 1.00

Criteria

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

To help ensure that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, institutions must submit a letter of affirmation from an individual with relevant expertise in the associated content area. The letter should affirm how the innovation meets the criteria outlined above.

For example, if an institution claims an innovation credit for water use reduction, the institution might solicit a letter from a hydrologist or a water expert from another campus or organization to verify that the strategy is innovative. An innovation may be affirmed internally by campus personnel who are independent of the policy, practice, program, or outcome. Please note that it is not required that the individual be employed in the higher education sector to submit a letter of verification.

The letter should be specific to a single innovation credit. If an institution is claiming three innovation credits, it would solicit and submit three separate letters, with each letter speaking to the specific innovation credit it addresses.

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