



Oregon State University
Sustainability Report
2014 Fiscal Year

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Oregon State
UNIVERSITY

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Executive Summary

Oregon State University’s steady movement toward a more sustainable campus continued in Fiscal Year 2014 (FY14). OSU continues to garner national attention as a sustainability leader and strives to be in the top 10 colleges and universities in the United States for excellence in sustainability. Since FY10, OSU has relied on a common sustainability assessment system known as the Sustainability Tracking, Assessment and Rating System (STARS). Despite significant growth in student enrollment and building space, Oregon State has four times achieved a Gold rating from STARS, recently improving its numeric score.

Fiscal Year	Submission Date	STARS Version	STARS Score
2010	Jan. 31, 2011	1.0	69.74
2012	May 11 2013	1.2	68.95
2013	Apr. 30, 2014	2.0	70.65
2014	Apr.27, 2015	2.0	73.67

Figure 1: Oregon State University’s STARS submissions

STARS Ratings (all versions)	
Platinum	1
Gold	76
Silver	125
Bronze	45
Reporter	19

Figure 2: STARS participant ratings

In October 2013, the STARS assessment tool underwent a major upgrade and consolidation of credits, temporarily making precise year-to-year comparisons difficult. This report primarily compares performance in FY14 to that of FY13, both of which used STARS version 2.0. Figure 3 summarizes and trends OSU’s sustainability performance by STARS indicator subcategories for FY14.

OSU’s FY14 sustainability performance by STARS subcategories	
Positive trending STARS subcategories, FY13-FY14 <ul style="list-style-type: none"> • Curriculum • Energy • Grounds • Water 	Negative trending STARS subcategories, FY13-FY14 <ul style="list-style-type: none"> • Buildings • Dining Services • Research
High performing STARS subcategories, FY14 <ul style="list-style-type: none"> • Campus Engagement • Coordination, Planning & Governance • Diversity & Affordability • Grounds • Research 	Low performing STARS subcategories, FY14 <ul style="list-style-type: none"> • Air and Climate • Buildings • Dining Services • Energy • Investment • Waste

Figure 3: performance by STARS subcategory

Certain low performing and negative trending areas are due to changes in data availability and other assessment factors, but most indicate actual opportunities for performance improvement. As with any large organization, some improvements will be more easily attained than others.

In addition to the indicators discussed above, highlights and achievements from FY14 include the Center for Civic Engagement’s 2014 Outstanding Service Project of the Year award, growth in the Sustainability Double Degree program, Northwest National Marine Renewable Energy Center outreach and educational activities, donation of campus-grown organic produce to the OSU Emergency Food Pantry, a new Sustainable Cemetery Management course and novel use of campus-recycled plastics for 3-D printing.

Introduction

Oregon State University (OSU) inched toward sustainability during Fiscal Year 2014 (FY14). OSU aspires to be in the top 10 colleges and universities in the United States recognized for excellence in sustainability. With rankings like 41st out of the 173 schools on the [Sierra Club's Cool Schools list](#), being included in The Princeton Review's Top 50 Green Colleges list and [2014 Guide to 332 Green Colleges](#) (out of around 800 surveyed) and other awards detailed below, sustainability has become business as usual for Oregon State.

This report highlights accomplishments and provides a summary of indicators for the period between approximately July 1, 2013 and June 30, 2014. OSU's sustainability indicators are based largely on the now widely adopted [Sustainability Tracking, Assessment and Rating System](#) (STARS).

Assessment, Awards and Recognition

Recognition from external entities has been key to the visibility of OSU's sustainability success. Increasingly it is an effective recruiting tool for new students. In FY10, OSU for the first time participated in STARS, administered by the [Association for the Advancement of Sustainability in Higher Education](#) (AASHE). Used by over 700 higher education institutions, STARS is more comprehensive and standardized than any previous rating or ranking system and serves as the platform for the key performance indicators below. Critically, STARS is also the mechanism by which sustainability indicators are shared with external entities like Sierra Club and Princeton Review, saving staff time and resources, and standardizing – to the greatest degree practicable – the assessment and ranking process. In addition to the STARS assessment, OSU's ratings and rankings for FY14 are listed below. Visit the [sustainability recognition page](#) for information on these and other awards.



The [Princeton Review's 2014 Guide to 332 Green Colleges](#): OSU was recognized for Sustainability practices such as food sourcing, transportation, green building, opportunities to focus on the environment and sustainability in student studies and energy efficiency.

League of American Bicyclists the [Bicycle Friendly University](#) program: OSU was awarded a Silver designation for providing a bicycle-friendly campus for students, staff and visitors.





Sierra Club gave OSU the third highest green ranking in the state for its 2014 edition of "**Cool Schools.**" This puts OSU 38th in the nation.

Tree Campus USA: OSU has been recognized 6 years in a row since 2010 for efforts in effectively managing campus trees, developing connectivity with the community beyond campus borders to foster healthy, urban forests, and engaging students in learning opportunities centered on campus and community forestry events.



Best Workplaces for Commuters: OSU's main campus has been designated by the National Center for Urban Transportation Research as part of its **Best Workplaces for Commuters** program. This designation recognizes employers for outstanding efforts to provide alternatives to the single occupancy vehicle.



Northwest National Marine Renewable Energy Center's Ocean Sentinel testing buoy

FY14 Sustainability Highlights

Plastics recycling – STARS Innovation credit

None of the Big Six Plastics (the six largest commodity plastics which are commonly recycled and labelled with recycling codes 1 through 6) are currently used in 3-D printing but there is no technological reason why they couldn't be used. A team of students and faculty in the [School of Chemical, Biological, and Environmental Engineering](#) (CBEE) is working to pull these plastic materials from the OSU recycled plastic waste stream, sort them into their individual recycling codes, shred them, and then process them using a laboratory scale plasticating extruder available in the CBEE Polymer Lab into a fiber to be used as the feed to a 3-D printer. Once perfected, the team will make this material available to the Valley Library so students can make 3-D articles from recycled plastics, a much more sustainable way to produce articles which generally do not have stringent performance requirements.

Another team in CBEE is utilizing broken-up and compressed Styrofoam packaged into 12 inch square "pillows" which could easily be added to as insulation on the walls of houses. The source of Styrofoam, which is difficult and expensive to have removed and is often not recycled, is the OSU waste stream. The R-Values (insulating quality) of both mixed plastic wastes and the compressed Styrofoam are competitive with commercially available non-recycled products.

Sustainable Cemetery Management course – STARS Innovation credit

Introduction to Sustainable Cemetery Management (SCM) is a new course created by [Crop and Soil Science](#) to meet the needs of professional cemetery operators who want to improve the sustainability of their cemeteries, researchers seeking new areas of study and 2-year funeral service graduates or current university students seeking to enhance their future job-market potential in an underserved field.

There are an estimated 40,000 – 45,000 active cemeteries in the US, representing approximately 11 billion dollars a year of revenue (not counting funeral service activity), with no university-level coursework available in the US. Cemeteries are multi-century operations with virtually no evidence-based oversight and a history of mismanagement and eventual abandonment.

The general public can be fiscally and personally impacted by the failure of cemeteries. Educating managers in applying triple-bottom line concepts of sustainability – focusing on resource use reduction, enhancing habitat, serving a diversity of cultures, and mitigating future pollution potential – provides lasting benefits for businesses, communities and individuals.

Development of an OSU Carbon Calculator and Carbon Offsets

With financial support from the Student Sustainability Initiative, Anna Kelly (MS candidate, [OSU School of Public Policy](#)) continued the development of a carbon calculator specific to OSU. To begin the process of dealing with how OSU contributes to climate change through greenhouse gas intensive activities Anna is adapting for use by students and staff at OSU a carbon calculator that was originally designed by students at Santa Clara University. By calculating their "carbon footprint" an individual gains an understanding of carbon

release to the atmosphere that is associated with everyday life, learns about the activities that are most carbon intensive as well as alternative activities, and learns about how they can reduce their footprint. To offset carbon release that is unavoidable we eventually want to partner with organizations that capture carbon, especially those that are local to the Willamette Valley and Cascadia and that could allow direct student or citizen action. Anna’s work builds upon past contributions to the carbon calculator by OSU students Kimberley Melendez-Rivera and Julian Preciado.

Calculate → Offset

Air Travel:

$$(1) \frac{x \text{ pm}}{\text{month}} \times \frac{1 \text{ pkm}}{0.62137 \text{ pm}} \times 109\% \times \frac{0.20515 \text{ kg CO}_2\text{e}}{\text{pkm}} \times \frac{1 \text{ month}}{4 \text{ weeks}} \times \frac{33 \text{ weeks}}{1 \text{ school yr}} = \frac{\text{kg CO}_2\text{e}}{\text{school yr}}$$

IF RECYCLE AVERAGE AND ON CAMPUS STUDENT

$$(1) \left(\frac{(1451.91).17 \text{ tons}}{10524} \times \frac{\text{year}}{52 \text{ weeks}} \times \frac{33 \text{ weeks}}{\text{school yr}} \times \frac{2.79 \text{ MT CO}_2\text{e}}{\text{ton}} \times \frac{1000 \text{ kg}}{\text{MT}} \right) + \left(\frac{(1451.91).83 \text{ tons}}{10524} \times \frac{\text{year}}{52 \text{ weeks}} \times \frac{33 \text{ weeks}}{\text{school yr}} \times \frac{1.34 \text{ MT CO}_2\text{e}}{\text{ton}} \times \frac{1000 \text{ kg}}{\text{MT}} \right) = \frac{\text{kg CO}_2\text{e}}{\text{school yr}}$$

Omnivore

$$(1) \frac{6904 \text{ points}}{\text{day}} \times \frac{1 \text{ g CO}_2\text{e}}{\text{point}} \times \frac{1 \text{ kg CO}_2\text{e}}{1000 \text{ g CO}_2\text{e}} \times \frac{7 \text{ days}}{1 \text{ week}} \times \frac{33 \text{ weeks}}{\text{school yr}} = \frac{\text{kg CO}_2\text{e}}{\text{school yr}}$$



Carbon Calculator emissions estimates. Image modified from the Santa Clara Univ. carbon calculator equations

Center for Civic Engagement gets 2014 Outstanding Service Project of the Year

A rise in the Public Engagement STARS subcategory score of 2.1% is entirely attributed to an 8.8% increase in the Community Service credit. A high level of engagement across the university community resulted in the 2011 [Carnegie Foundation’s coveted ‘Community Engagement’ designation](#) for OSU. Within STARS, OSU’s score is 31.2% of the credit’s available points. This performance is likely due to underreporting service related activities. Because of OSU’s large size and the diverse number of campus and community organizations involved in service related activities, accurate accounting for service hours and headcount will be a work in progress for some time to come.

Existing programs are demonstrating strength. The [Association of College Unions International](#) recognized the OSU Center for Civic Engagement with its 2014 Outstanding Service Project of the Year award. To create awareness and understanding about issues of hunger, homelessness, and poverty both in the surrounding community and in the world, CCE coordinated a week of service-related activities titled National Hunger & Homelessness Awareness Week. A hallmark of the week was the Faces of Homelessness program, which humanized the issues through stories shared by a panel of people experiencing homelessness.

Service as part of the curriculum

Geosciences 300, Sustainability for the Common Good, continually engages students in public service. GEO 300 is a baccalaureate core course typically taken by several hundred students each quarter in which, in addition to other academic requirements, each student is part of a six-student group working four hours in the community on sustainability projects. Some projects have a strong environmental focus like trail work for the City of Corvallis and the OSU McDonald Forest, help at Finley Wildlife Refuge or helping 4H with habitat improvement at an elementary school. Many service activities include strong social and outreach elements like tabling at Earth Fair booths, producing a video for campus security on bicycle safety or helping on Habitat for Humanity projects. These activities have made a notable impact in the years since Professor Steve Cook began changing the course's curriculum to emphasize service. Feedback from students has been positive; and from the community, overwhelmingly positive.

Northwest National Marine Renewable Energy Center (NNMREC)

Established at OSU in 2008, [NNMREC](#) is funded by the U.S. Department of Energy to facilitate the development of marine renewable energy technologies via research, education, and outreach. Partner universities include the University of Washington and the University of Alaska Fairbanks. NNMREC hosts weekly educational forums on campus, has developed hands-on educational materials for K-12 (accessible through all Oregon STEM centers), and is assisting in the development of two college-level courses on renewable energy technology. During FY14, NNMREC hosted 22 presentations



NNMREC activities for K-12 schools

at OSU on marine renewable energy through Marine Forum, engaged over 60 K-12 students in build-it-yourself wave energy converter activities, and began developing a college-level introductory course and textbook on renewable energy technology.

Ground mounted solar completed

SolarCity completed work on five ground mounted solar arrays on OSU properties throughout the state. Three sites are located in Corvallis, one of which is a very large 1.435 megawatts. This effort was started as part of the Oregon University System's "Solar by Degrees" initiative, the goal of which was to install 5 megawatts of solar power on Oregon's public universities. The two non-Corvallis sites are at the Hermiston Experiment

Station and the North Willamette Research and Extension Center. [Real time production data can be found online.](#) Each year, these arrays reduce CO2 equivalent to 255,025 gallons of gas, 477 cars or 312 homes' electricity.

The arrays are a public-private partnership between SolarCity and OSU. The equipment is owned, maintained and operated by SolarCity and OSU purchases the power from the systems at rates lower than the local utility can provide. The solar equipment provides enough electricity to supply power for the surrounding university buildings. The locations were chosen to match electrical load with available ground space.



1.435 megawatt 35th Street solar array

Transportation Options: additional emphasis for FY14

As detailed below in the Key Indicators section of this report, transportation options (or alternative transportation) continues to be a moderately high performing parameter for OSU (the university's score was flat relative to FY13, increasing 0.1% for FY14). Regional travel data show that Corvallis is an employment destination: many more trips are made into Corvallis for the workday than leave Corvallis for other communities. Cost of living, limited inter-city transit to Corvallis and other factors contribute to higher single occupancy vehicle travel.

FY14 activities included:

- planning for the implementation of a zonal parking permit system
- formation of several carpools and vanpools from targeted outreach to Linn County
- importing over 3,500 employee emails into Drive Less Connect, resulting in an increase of several hundred active users

- supporting local and regional events like Get There (City of Corvallis), including distribution of prizes and awards for participants of [Drive Less. Connect](#)

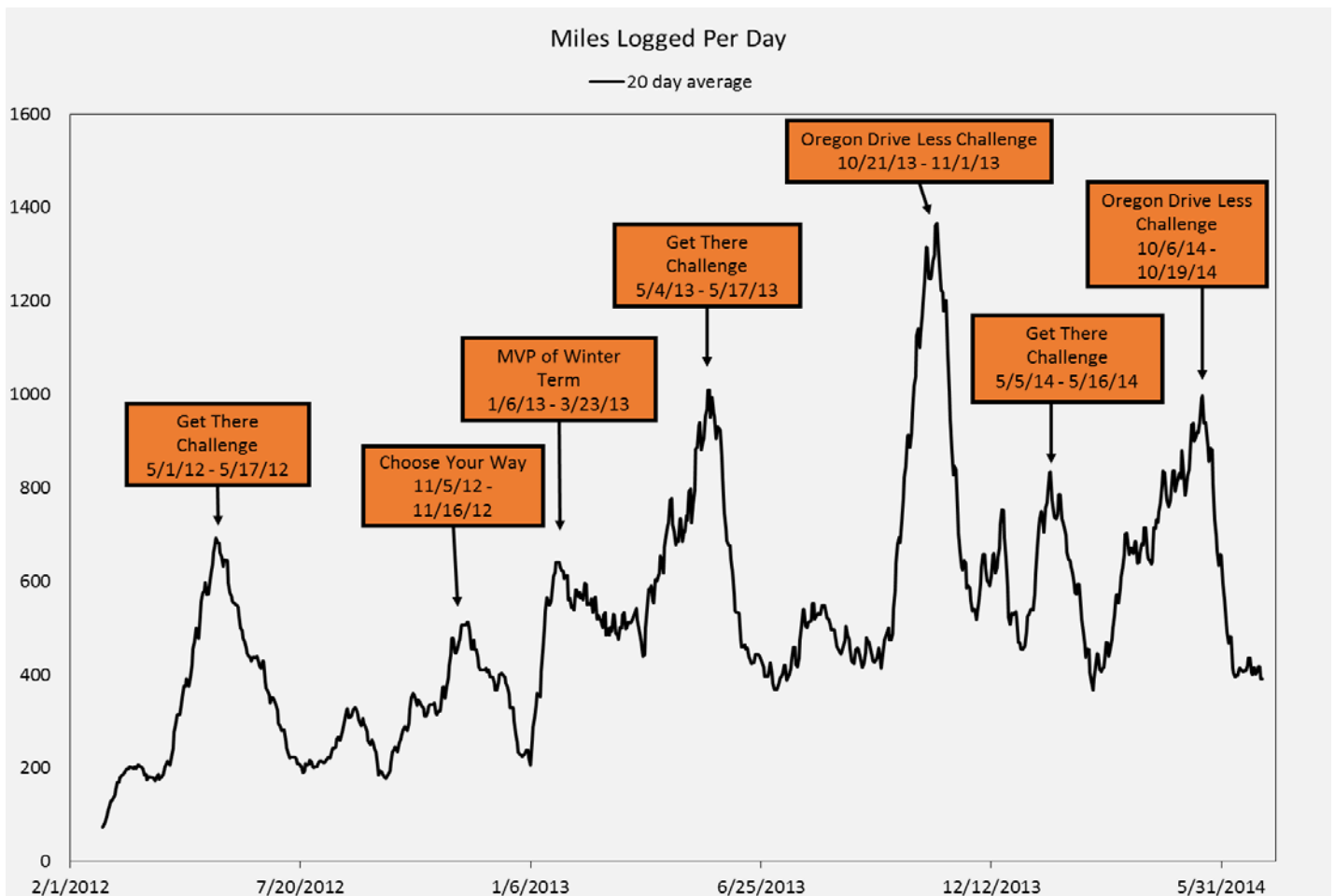


Figure 4: User miles logged per day since Drive Less Connect was launched at OSU

The Sustainability Double Degree

The Sustainability Double Degree (SDD) is up and running on all three OSU campuses. The SDD exposes students to real-world problems and fosters knowledge, skills and abilities to address these problems in communities and workplaces. In step with the interdisciplinary nature of sustainability, the degree is designed to complement all OSU degree programs and be earned as a second bachelors in addition to a major area of study. Students take a sustainability "core" consisting of 5 courses: environmental science, sustainable communities, sustainability assessment, and a choice of several (1) economics and (2) sociology courses.

Since its Fall 2013 inception, there are a total of 75 students who have enrolled in the SDD consisting of Corvallis campus students (65%), Ecampus students (20%) and Cascades Campus students (15%). Seven students have completed the degree obtaining a BS in Sustainability. The majority of SDD students have senior class standing (52%), 23% are juniors, 10% are sophomores and 6% are first-year. The interdisciplinary SDD program includes students from primary majors as shown in the chart below.

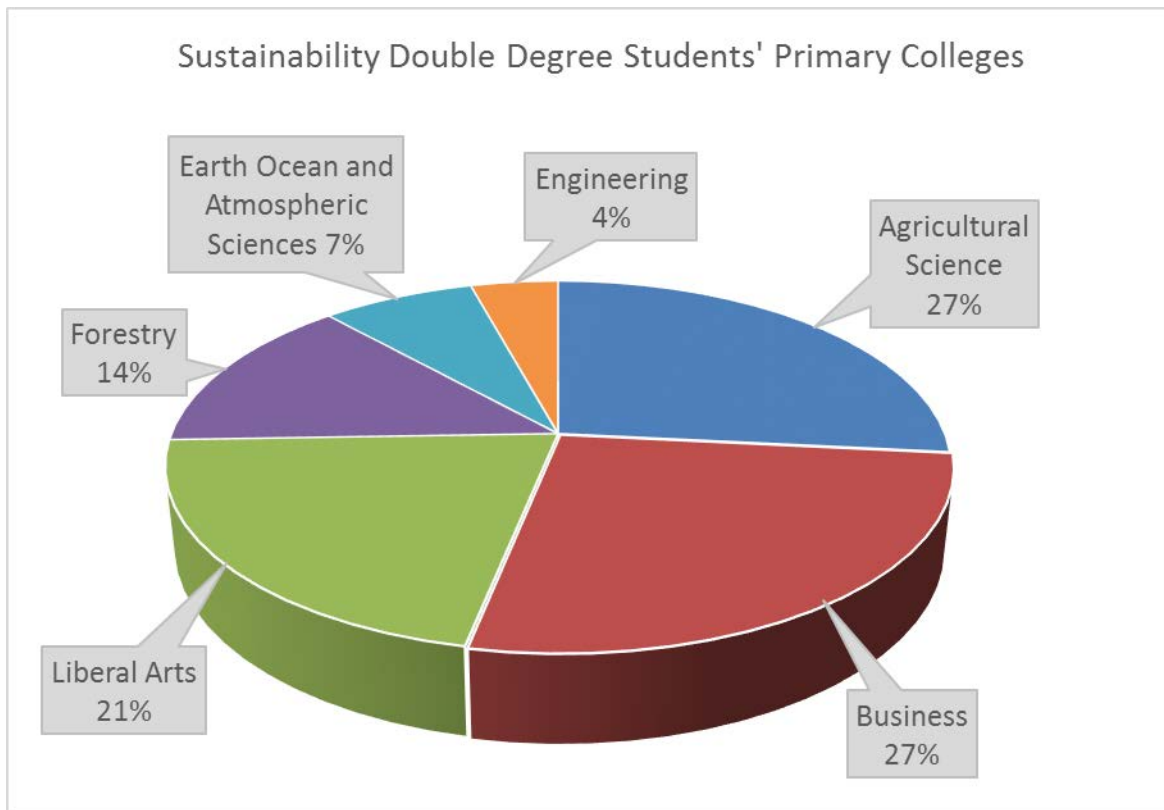


Figure 5: Double Degree Students' Primary Colleges at OSU

The SDD team developed three new sustainability courses specifically for the SDD, all of which have experienced growing enrollment every term:

- SUS 102 "Introduction to Environmental Science and Sustainability" has had approximately 275 Corvallis campus and 250 Ecampus students
- SUS 350 "Sustainable Communities" has had approximately 120 Corvallis students and 150 Ecampus students
- SUS 304 "Sustainability Assessment" has had approximately 60 Corvallis students and 40 Ecampus students. We anticipate enrollment for this course will increase when the SUS 350 prerequisite requirement is dropped in spring 2015.

Twelve students have completed or are currently engaged in internships in Chile (timber industry company), Nicaragua (women's small business microloans) and in Oregon, California, Hawaii. Students are interning with a diversity of organizations: a natural gas utility, agri-business company, a local environmental non-profit, an interior design firm, a youth correctional facility and educational institutions (OSU and UC Berkeley) making a difference in many communities.

Eco-representatives help green residence halls

During FY14, Eco-reps worked an average of 5 hours per week for 11 weeks during each term (a bit less fall term). During this last year there was an Eco-rep for Halsell, West, and Wilson residence halls. One of the main focuses of Eco-reps this year was the composting pilot program. In total, the 3 halls composted 2,797 lbs. in winter and spring terms. West collected more compost than all 3 halls last year combined! Each hall's Eco-rep is in charge of educational outreach on compost management and the day-to-day oversight of the bins.

West and Halsell halls also gained a lot of recognition through their Eco-reps. West Hall received hall program of the year for Eco-Month and Halsell Hall won the RecycleMania competition this academic year. All halls with Eco-reps had the highest percent of participation in the competition. Lastly, for the fall event Electric or Treat, where SSI staff and Eco-reps handed out CFL bulbs for Halloween, the West Hall Eco-rep gave away 81 CFL bulbs in one afternoon in her hall, the highest of any staff.

SSI programs create culture of sustainability

Growing Food Security: The Student Sustainability Initiative (SSI) launched a new collaboration with the Human Services Resource Center (HSRC) and the Center for Civic Engagement (CCE) called Growing Food Security. Students designed and tended a 1,000 square foot garden plot at the Oak Creek Center for Urban Horticulture and harvested over 500 pounds of organic produce. All of the produce was donated to clients of the OSU Emergency Food Pantry. Student volunteers learned organic gardening techniques and engaged in dialogues about food insecurity in our community. The program was recognized as a [Clinton Global Initiative University Commitment to Action](#).



Tomato harvest from Growing Food Security program

Sustainability Investments: SSI's student Fee Board allocated \$428,105 for sustainability features in the new Student Experience Center, enabling the building to be used as a teaching tool. A 48 kW photovoltaic array will provide 5% of the building's electricity needs. The curving steel and glass canopy outside the Student Experience Center directs rainwater to downspouts where it is directed into an onsite treatment structure for cleansing before entering the city system. Orange Media Networks' studios are lit with energy efficient lighting.

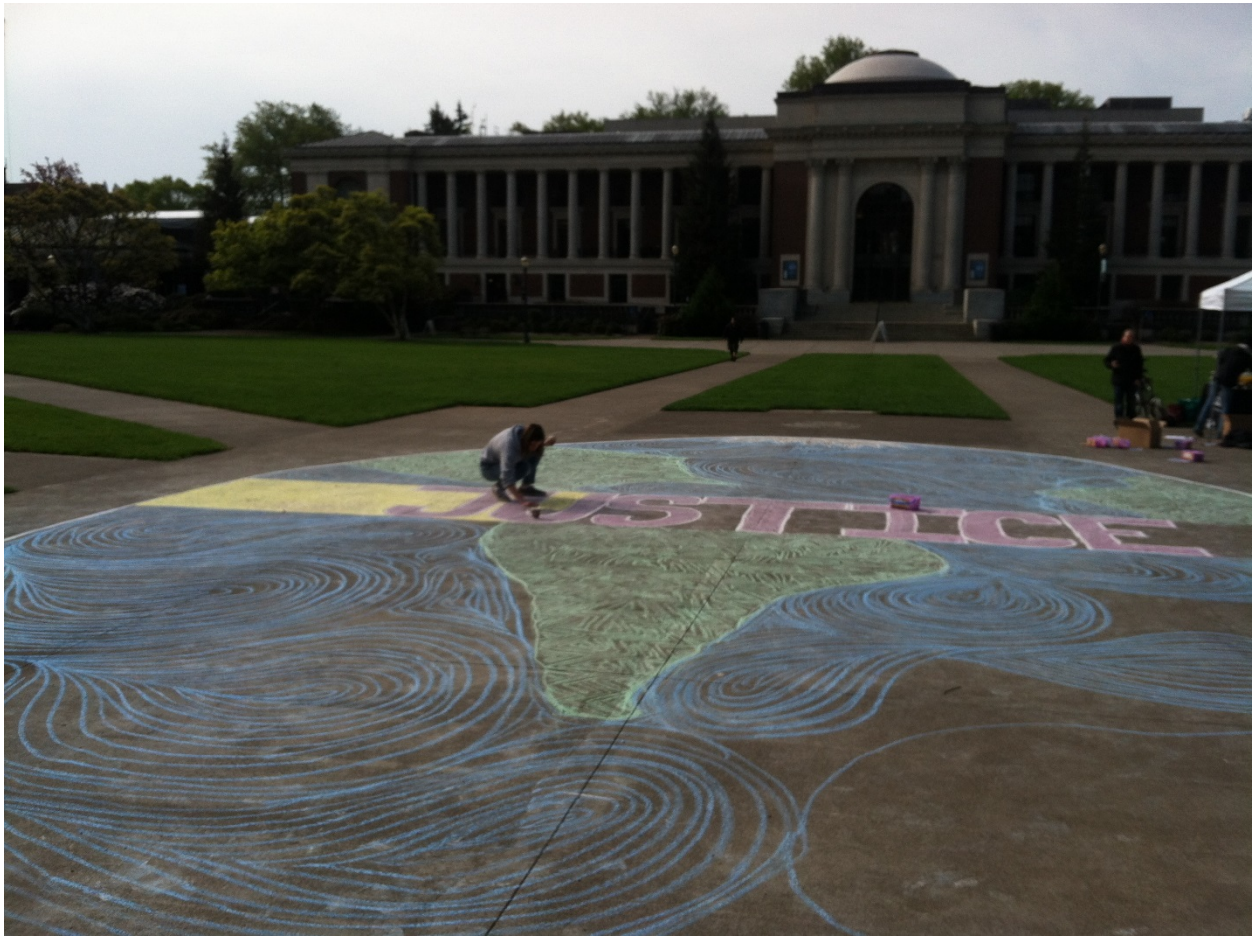
The building will be LEED Gold certified and will serve as a model for sustainability infrastructure and programming.



Student Experience Center under construction, including its 48 kilowatt solar array

Student Grant Program: Students developed sustainability leadership skills through SSI’s grant program, which awarded 42 student grants totaling \$48,902 for professional development, employment, research, and projects serving the OSU campus. One team of student engineers teamed up with volunteers from the Corvallis Sustainability Coalition to design and install a residential-scale rainwater catchment system at the OSU Pride Center.

Earth Justice: SSI is working to address all three pillars of sustainability, adding social and economic justice to their programming. During Earth Week, they partnered with students from the Coalition of Graduate Employees, Students Engaging Tomorrow, the International Health Club, and the Pride Center to create an Earth Justice mural on the MU quad highlighting issues including labor, public health, education, and multiculturalism (photo next page).



Earth Justice Mural in the Memorial Union Quad during Earth Week 2014

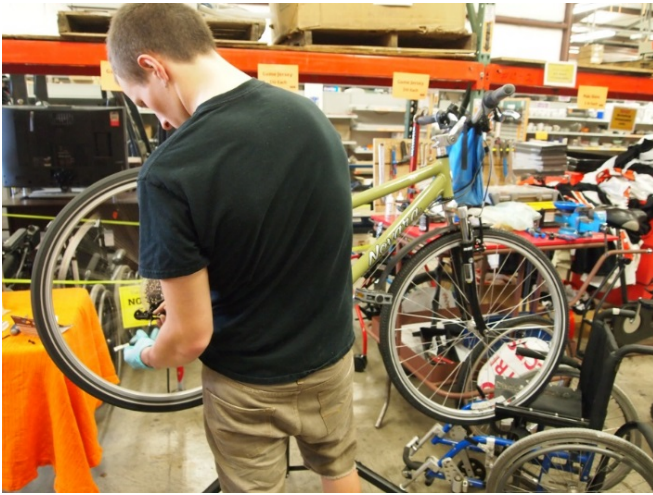
Continued excellence in solid waste programs

[Campus Recycling](#) and its partners continued programming that moved OSU toward waste reduction. Specific highlights are below.

Reusable to-go container program: In FY14, University Housing and Dining's reusable to-go container program, [Eco2Go](#), expanded from Arnold Dining Center to be included in all three dining centers. The program allows those who buy-in (at a price of \$7) to get their to-go meals in a reusable, returnable container. Containers are returned in exchange for a token that diners use to redeem their next container, which are sanitized by UHDS. In FY14 Eco2Go containers were used over 10,000 times - more than four times as many uses than in the previous year, when the program was offered in only one dining center.



Eco2Go container



Bicycle repair at a Repair Fair

Repair Fairs: The Waste Watchers, a student volunteer team jointly coordinated by Campus Recycling and the Student Sustainability Initiative, ran their second year of an event series called the **Repair Fairs**. At these twice-per-term events, volunteers from the on- and off-campus community offered free repairs for common items such as appliances, bicycles, clothing and more. In FY14, six events were offered with an estimated 222 people bringing 197 items, 87 percent of which were fixed – that’s approximately 170 items repaired for reuse. The events also offered a total of 18 sustainability-focused demonstrations, with an estimated total attendance of 110 people. The Repair Fairs earned

OSU an innovation credit under STARS and were featured in **AASHE’s 2014 STARS Annual Review**, as a highlighted example of “campus sustainability innovations & best practices.”



New recycling and trash containers for All in the Hall

Recycling pilot program in classroom buildings:

Campus Recycling, in partnership with Facilities Services and GCA Services, ran a pilot program in four classroom buildings in spring 2014 called **All in the Hall**. The goal was to increase recycling by providing equal opportunity to recycle or landfill waste. To achieve this, recycling and trash must be paired, and because placing a recycling bin in every classroom isn't feasible, all trash cans were removed from inside and near classrooms and replaced with centralized waste receptacles in adjacent hallways.

Waste from the new units was audited for a term. The proportion of recyclables found in trash decreased substantially from the previous year, from a range of 32-59% down to an average of 1.5% (i.e. significantly less recyclable material was landfilled).

The average recycling rate for those classrooms was 61%. The program also reduced the total quantity of waste receptacles, reducing service time and plastic liners. The All in the Hall model is being implemented in additional buildings in FY15.

2014 Residence Hall Move-Out Donation Drive: Campus Recycling, Surplus Property and University Housing and Dining Services again coordinated a [donation drive](#) to give residents the tools to recycle and donate materials they do not want to bring home with them upon moving out. In FY14, 22,408 pounds of donations were collected and processed, much of which were given to local nonprofit organizations.



Donations for the 2014 Move-Out

Continued partnerships with the Corvallis Sustainability Coalition

Oregon State's extensive connections with and support of the [Corvallis Sustainability Coalition](#) included the OSU Sustainability Office again being the primary sponsor of the annual Sustainability Town Hall and many other activities:

- Staffing various committees and action teams, including the Coalition Steering Committee and Executive Committee
- Leadership of several action teams is coordinated by OSU staff, and leverages university resources through these channels
- Using the campus as a living laboratory for Coalition action team projects. Specifically, the Energy Action Team and Water Action Team have catalyzed opportunities in this way
- Promoting Coalition events to the campus community through a wide variety of channels.

STARS Key Indicators

OSU continues to experience growth in enrollment and building square footage. Performance on many indicators improved while others slipped. In the last annual report (FY13) direct comparisons between FY13 and previous years were complicated by significant changes in the STARS assessment tool; these changes are [discussed in detail in the FY13 report](#). Between FY13 and FY14 the STARS Reporting Tool did not change so comparisons between those two years are much more straightforward.

Between FY10 and FY14, total student enrollment grew an astonishing 27%, from 21,969 to 27,925. Twenty-nine percent of this increase were “distance education only” students enrolled in Ecampus courses; they were not physically present at the Corvallis campus. University building square footage also increased, but figures for this growth have a high degree of uncertainty due to changes in how OSU space is measured. For 2010, we reported an estimated 7 million square feet. Using more accurate and comprehensive methods for FY14, that number is nearly 9 million square feet. Other changes in assessment methods are discussed in more detail throughout this report.

Short narratives for three report subsections follow:

1. areas of significant performance change (large improvements or declines)
2. areas of consistently high performance
3. areas for potential improvement.

In October 2013, AASHE launched STARS 2.0, a significant update to STARS 1.x versions. STARS 2.0 provides improved clarification and definitions, and is based more heavily upon recognized standards and protocols relevant to sustainability work. Examples of other standards and protocols referenced within the STARS Reporting Tool include the International Labor Organization, [Green Seal](#) cleaning products, [LEED](#) or the [Living Building Challenge](#) for green buildings. Importantly, consolidation of credits and reduction of the number of total assessment system points from 300 to 200 helps streamline reporting, *but makes direct comparisons between versions very difficult*. Because of the change from STARS 1.x (under which OSU submitted its FY10 and FY12 data) to STARS 2.0 (under which FY13 and FY14 data were submitted), comparisons over time are neither simple nor straightforward.

With these changes in the assessment tool, analysis of OSU’s general performance trend is imperfect but not impossible. The following two tables show OSU’s STARS category scores for four fiscal years. Point values and percentages are provided below to show relative weight and performance within each category. FY10-FY12 and FY13-FY14 are shown separately to mirror the applicable STARS version.

STARS 1.x category name	Points Possible	FY10 %	FY12 %	Change %
Education & Research	99.75	69.7%	72.0%	2.2%
Operations	100.00	48.2%	49.5%	1.2%
Planning, Admin & Engagement	100.00	68.4%	74.5%	6.1%
Total	299.75	62.1%	65.0%	2.9%

Figure 6: STARS version 1.x summary table (FY10 and FY12)

STARS 2.0 category name	Points Possible	FY13		FY12-FY13	FY14		FY13-FY14
		Score	%	% Change*	Score	%	% Change
Academics (AC)	58	45.67	78.7%	6.8%	45.73	78.8%	0.1%
Engagement (EN)	41	35.12	85.7%	11.1%	35.56	86.7%	1.1%
Operations (OP)	69	31.46	45.6%	-3.9%	31.53	48.5%	2.9%
Planning & Administration (PA)	32	25.78	80.6%	6.0%	25.64	80.1%	-0.4%
Total	200	138.03	69.0%	*4.0%	138.46	70.6%	1.6%

Figure 7: STARS version 2.0 summary table

*Performance changes between FY12 and FY13 are due in part to changes in the STARS assessment tool.

Although not directly comparable across all years because of changes between STARS versions, these highest level category scores reveal:

- Continued strong performance in Academics (formerly Education & Research)
- Superb performance in Engagement and, to a lesser extent, Planning & Administration
- Weaker performance in Operations.

As shown in the tables above, OSU's overall score improved 1.6% between FY13 and FY14.

Unfortunately, at the time of this writing, it is not possible to compare OSU's FY13 or FY14 scores to national averages of other higher education institutions because AASHE has not yet performed the necessary calculations using STARS 2.0. It is unknown when these data will become available, since STARS 2.0 was released in October 2013.

Like the report for FY13, this report performs analysis at the STARS subcategory level. However, [past analyses](#) are still relevant to OSU's progress. While this and subsequent reports focus on subcategory trends, readers are encouraged to explore the full set of credit scores in this document's appendix.

Subcategories of significant change between FY13 and FY14

This section details changes between FY13 and FY14 performance within STARS subcategories. “Significant change” is considered here to be greater than +/- 5% for STARS subcategory scores; those scores are highlighted below in Figure 6. The narratives following the table discuss possible reasons for subcategory score changes. As evident in the table, the number of points possible within a STARS subcategory heavily impacts that subcategory’s influence on the institutional score. A lower score in Dining Services, for example, is more than offset by an improved score in Curriculum.

While the FY12 Sustainability Report examined the relationship between individual credits and compared performance over time, the consolidation of credits in STARS 2.0 makes that comparison impractical today. For example, there were 300 points possible in STARS 1.2 and 200 points are available in STARS 2.0. This report examines changes at the subcategory level.

STARS 2.0 sub-category name	Points Possible	FY13		FY12-FY13	FY14		FY13-FY14
		Score	%	% Change*	Score	%	% Change
Campus Engagement	20	20.00	100.0%	1.41%	20.00	100.0%	0.0%
Curriculum	40	28.17	70.4%	19.13%	29.76	74.4%	4.0%
Research	18	17.50	97.2%	0.63%	15.97	88.7%	-8.5%
Air and Climate	11	6.50	59.1%	23.21%	6.49	59.0%	-0.1%
Buildings	8	2.88	36.0%	9.08%	1.00	20.0%	-16.0%
Dining Services	7	2.76	39.4%	-40.81%	2.38	34.0%	-5.4%
Energy	10	0.33	3.3%	-7.43%	2.12	21.3%	18.0%
Grounds	4	3.63	90.8%	-9.25%	3.93	98.3%	7.5%
Purchasing	6	3.39	56.5%	-9.63%	3.60	60.0%	3.5%
Transportation	7	4.34	62.0%	8.33%	4.35	62.1%	0.1%
Waste	10	4.49	44.9%	-0.22%	3.81	42.3%	-2.6%
Water	6	3.14	52.3%	-47.67%	3.85	64.2%	11.8%
Coordination, Planning & Governance	8	7.67	95.9%	-4.13%	7.83	97.9%	2.0%
Diversity & Affordability	10	8.91	89.1%	-10.90%	8.69	86.9%	-2.2%
Health, Wellbeing and Work	7	5.09	72.7%	-17.16%	5.04	72.0%	-0.7%
Investment	7	4.11	58.7%	12.45%	4.08	58.3%	-0.4%
Public Engagement	21	15.12	72.0%	17.61%	15.56	74.1%	2.1%
Total	200	138.03	69.0%	*4.0%	138.46	70.6%	1.6%

Figure 8: STARS subcategory comparison – areas of significant change.

*Performance changes between FY12 and FY13 are due in part to changes in the STARS assessment tool.

Research (FY13-FY14 change: -8.5%)

With OSU’s Carnegie Classification as a high research intensity institution, and as one of only two land, sea, space and sun grant universities in the U.S., high scores in Research are not surprising. For FY13, OSU demonstrated engagement from 69% of departments that conduct research, while in FY14 that number dropped to around 50%, resulting in the 8.5% decline in this subcategory. The STARS target for full point allocation is 75% of departments that conduct research. For engagement at the individual faculty level, STARS

awards full credit for the number of faculty doing sustainability research when 15% or more of faculty are engaged in sustainability research. (Interestingly, the STARS target for full points was 25% in previous STARS 1.x.) For both FY13 and FY14, OSU had an astounding 40% of faculty engaged.

Buildings (FY13-FY14 change: -16.0%)

The Buildings subcategory continues to be a challenge because OSU has no buildings certified under a green building rating system for existing buildings, like [LEED® for Existing Buildings: Operations & Maintenance \(O&M\)](#) and/or 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

One of the other two credits that make up this subcategory did not apply during FY14 because the university did not complete any major capital construction projects. In the past, OSU has scored well in the Building Design and Construction credit because of attaining some level of LEED certification or equivalence for new buildings. With many projects being completed during FY15, it is anticipated Building Design and Construction will once again buoy the university's score in the subcategory. The only point scored in the Buildings subcategory was for best practices in indoor air quality.

Dining Services (FY13-FY14 change: -5.4%)

Credits for this subcategory fall into two parts: one credit focuses on purchasing and dining practices broadly, while the second credit deals with veganism and animal products sourcing. The single largest metric remained mostly flat between FY13 and FY14: the percentage of dining services food and beverage expenditures that are local and community-based and/or third party verified. This is also the portion of the credit worth the most points, reflecting the high impact made by our food purchasing choices. For this metric, University Housing and Dining Services reported for FY13 that 17.4% of food expenditures meet one or more of the criteria for this credit, while in FY14, UHDS reported 18%, although UHDS and others believe future scores will improve significantly.

For the veganism and animal products sourcing credit, data analysis for FY14 indicated the percentage of total dining services food purchases comprised of conventionally produced animal products fell from an estimated 25.0% in FY13 to 19.1% in FY14. A major factor contributing to a lower-than-verifiable scores in this subcategory is data availability. Institutional-scale food purchasing often presents insurmountable challenges in data and statistical granularity needed to make accurate assessments of food sourcing and sustainability.

Energy (FY13-FY14 change: +18.0%)

Some of the positive change in this subcategory centers on a one-time update in building space measurement methodology, which changes the energy use intensity (EUI), or energy used per square foot of campus per year. Actual non-transportation energy use, however, did not rise dramatically. FY13 saw 1,089,619 million Btu (MMBtu) of energy consumed while 1,203,778 MMBtu were consumed in FY14. Increased renewable energy consumption also improved OSU's score in FY14, with renewable power up 251.6% at 6,789 MMBtu in FY14 thanks to completion of all five of OSU's [ground mounted solar arrays](#). Although discontinuation of past significant institutional purchases of renewable energy certificates has hurt OSU's score in this subcategory, the OSU Energy Center and solar arrays have enabled modest increases in electricity consumption from the grid while campus rapidly expands.

Grounds (FY13-FY14 change: +7.5%)

The Landscape Management credit lists number of acres managed under an IPM program, managed in accordance with a sustainable landscape management program and/or managed organically, third party certified and/or protected. The first STARS 2.0 application to this subcategory produced surprisingly positive results, scoring 91% of available points for FY13. In its second, more comprehensive measurement that included (for the first time and after consultation with STARS/AASHE staff) all land holdings contiguous with the main Corvallis campus, OSU's score actually improved, yielding a 98% score for FY14. The change in score was driven by a larger percentage of protected areas outside the core campus than in it. For example, a large portion of areas bordering OSU farms are protected areas, safe from intrusion from animals, development and with limited public access. Much of these protections come as part of the Corvallis Land Development Code and since campus includes riparian corridors, wetlands and streams, a high proportion of OSU's 1,635 acres contiguous with the Corvallis campus are protected.

The second of the two credits within Grounds, Biodiversity, focuses on protected areas and vulnerable species, all of which are also included in the Corvallis Land Development Code and for which OSU scored the full two points available. Still, these high scores on a campus with relatively traditional landscape practices, reflect a limitation with the STARS reporting system and challenges quantitatively assessing sustainable landscape practices. More information about OSU's landscape practices is available at <http://oregonstate.edu/sustainability/natural-features>

Water (FY13-FY14 change: +11.8%)

As with other areas of STARS, it's valuable to look at a longer trend of the Water subcategory's largest (and only changing) credit: Water Use. Each year since FY10, OSU has held water consumption lower than the FY05 baseline established by STARS, which awards full points for the Water Use credit when institutions achieve a 30% or greater reduction relative to the baseline. Due to a data source error, FY13 water use was misreported as 274,140,653 gallons, resulting in an artificially low score in FY13 – and an artificially high improvement between FY13 and FY14. Correct consumption figures appear in the table below. Additionally, weather records indicate that 2012 was the fourth highest rainfall year on record for Corvallis, potentially improving the FY12 water consumption score beyond what is typical, when measured against the 2005 baseline.

Reporting Year	Water Use (gallons)
FY05 (baseline year)	267,228,984
FY10	231,465,608
FY12	231,523,952
FY13	250,805,148
FY14	253,188,276

Figure 9: OSU Corvallis campus water consumption

OSU’s score in the Water subcategory was buoyed somewhat by achieving all available points (2) for the Rainwater Management credit. Points attained for this credit were from implemented practices like:

- using 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
- employing rainwater harvesting as noted above
- utilizing porous (i.e. permeable) paving
- installing bio swales on campus (vegetated, compost or stone).

Interestingly, STARS 2.0 offers one point for wastewater management, rewarding institutions for using ecological wastewater treatment systems like [Living Machines](#), constructed wetlands and similar tools to treat sewage, grey water and the dirtiest water discharges. Use of these systems remains uncommon.

OSU uses non-potable water in place of potable sources for toilet and urinals in Kelley Engineering Center and also for boiler makeup water in the Energy Center. Unfortunately, the use of rainwater is not currently measured.

Curriculum (FY13-FY14 change: +4.0%)

Although just below the 5% threshold designating a subcategory “significantly changed”, the Curriculum subcategory is central enough to OSU’s mission and strategic plan – and unique this year in the analytical approach applied – that it warrants a brief discussion.

Because of staffing changes and capacity limitations in the Sustainability Office, as well as an anticipated change in how OSU defines sustainability courses, the Academic Courses credit was not reevaluated for FY14. FY13 source data were used and numeric tallies received minor adjustments based on additional findings since the FY13 STARS submission. As seen in Figure 8 below, this resulted in a slightly lower score in the Academic Courses credit, dropping from 12.28 to 11.55 points. This 6% drop was more than offset by a 30% increase in the Learning Outcomes score, from 3.89 to 6.36 points. All other credits within the Curriculum subcategory stayed constant, resulting in a 4% overall increase in score for the subcategory.

Curriculum	Points	FY13		FY14		% Change
	Possible	Score	%	Score	%	
Curriculum	40	28.17	70%	29.76	74%	4%
AC-1: Academic Courses	14	12.28	88%	11.55	82%	-6%
AC-2: Learning Outcomes	8	3.89	49%	6.26	78%	30%
AC-3: Undergraduate Program	3	3	100%	3	100%	0%
AC-4: Graduate Program	3	3	100%	3	100%	0%
AC-5: Immersive Experience	2	2	100%	2	100%	0%
AC-6: Sustainability Literacy Assessment	4	0	0%	0	0%	0%
AC-7: Incentives for Developing Courses	2	0	0%	0	0%	0%
AC-8: Campus as a Living Laboratory	4	4	100%	4	100%	0%

Figure 10: Credit scores within the Curriculum Subcategory

Significantly greater data availability is anticipated as OSU’s curriculum proposal system grows and in it syllabi accumulate. As of this writing, the Sustainability Office has engaged partners within the Faculty Senate and Academic Affairs to advance the use of the curriculum proposal system by including a mechanism by which faculty can flag for review courses that may have sustainability content.

As reported last year, departments have begun using the new Sustainability Course Criteria developed by the Sustainability Office to inform academic outcomes. For example, the School of Design and Human Environment included a Social Responsibility school-level outcome inclusive of many of the sustainability principles listed in the Criteria. The outcome states: “Students will develop a framework of social responsibility to evaluate how their decisions will impact society in global contexts.” To serve the school-level outcome, all DHE students take a sustainability-focused course, ENGR 350 (Sustainable Engineering). Additionally, all Apparel Design and Merchandising Management students will take two sustainability-related courses offered within DHE, (1) DHE 170 and (2) DHE 475. The Apparel Design and Merchandising Management syllabi use wording directly from the Criteria.

Two credits within the Curriculum subcategory scored no points: Sustainability Literacy Assessment and Incentives for Developing Courses. As in previous years, OSU does not conduct entry or exit surveys to assess sustainability literacy of students before and after their university experience. A representative sample, not necessarily the full student population, would need to be surveyed to earn this credit. Similarly, OSU does not offer incentives for faculty to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. Incentives need to be available to any discipline and 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.

Subcategories of high performance

Categories of “high performance” are those where OSU achieved 85% or more of STARS points. Those subcategories are bolded in the table below.

STARS 2.0 sub-category name	Points Possible	FY13		FY12-FY13	FY14		FY13-FY14
		Score	%	% Change*	Score	%	% Change
Campus Engagement	20	20.00	100.0%	1.41%	20.00	100.0%	0.0%
Curriculum	40	28.17	70.4%	19.13%	29.76	74.4%	4.0%
Research	18	17.50	97.2%	0.63%	15.97	88.7%	-8.5%
Air and Climate	11	6.50	59.1%	23.21%	6.49	59.0%	-0.1%
Buildings	8	2.88	36.0%	9.08%	1.00	20.0%	-16.0%
Dining Services	7	2.76	39.4%	-40.81%	2.38	34.0%	-5.4%
Energy	10	0.33	3.3%	-7.43%	2.12	21.3%	18.0%
Grounds	4	3.63	90.8%	-9.25%	3.93	98.3%	7.5%
Purchasing	6	3.39	56.5%	-9.63%	3.60	60.0%	3.5%
Transportation	7	4.34	62.0%	8.33%	4.35	62.1%	0.1%
Waste	10	4.49	44.9%	-0.22%	3.81	42.3%	-2.6%
Water	6	3.14	52.3%	-47.67%	3.85	64.2%	11.8%
Coordination, Planning & Governance	8	7.67	95.9%	-4.13%	7.83	97.9%	2.0%
Diversity & Affordability	10	8.91	89.1%	-10.90%	8.69	86.9%	-2.2%
Health, Wellbeing and Work	7	5.09	72.7%	-17.16%	5.04	72.0%	-0.7%
Investment	7	4.11	58.7%	12.45%	4.08	58.3%	-0.4%
Public Engagement	21	15.12	72.0%	17.61%	15.56	74.1%	2.1%
Total	200	138.03	69.0%	*4.0%	138.46	70.6%	1.6%

Figure 11: STARS subcategory comparison – areas of high performance.

*Performance changes between FY12 and FY13 are due in part to changes in the STARS assessment tool.

Because they have been discussed previously in the subcategories of significant change section of this report, the following subcategories will not be included in the discussion here:

- Research
- Grounds

Campus Engagement (FY14 score: 100%)

Oregon State continues to be a place of great opportunity for students who want to become engaged with campus sustainability projects, services and programs. OSU’s strong commitment to student engagement around sustainability, led by the Student Sustainability Initiative and supported by Campus Recycling and the Sustainability Office, covered all student oriented credits within this subcategory. The Sustainability Advocates program and new employee resources coordinated by the Sustainability Office, including materials from Northwest Earth Institute, helped reach full points for the employee oriented aspects of this subcategory.

Coordination, Planning and Governance (FY14 score: 97.9%)

As with each STARS assessment, OSU has attained full scores for having sustainability staff and committees. STARS’ evaluation of sustainability in planning-related documents became much more robust and resulted in a 92% score for the Sustainability Planning credit. A 2.0% improvement in score since FY13 resulted from the addition of a goal to develop more comprehensive work-life balance initiatives for all employees in OSU's [Strategic Plan Phase III](#). Full points cannot be attained until the university develops plans with measureable outcomes that address dining services, purchasing, water, and investment.

Diversity and Affordability (FY13-FY14 change: -2.2%)

Oregon State continues to demonstrate strengths in the topics covered by this subcategory. Assessment of diversity initiatives continues to be qualitative and OSU has again scored full points in the diversity related credits of this subcategory. Previous 100% scores have declined slightly due the more rigorous and quantitative Affordability and Access credit, whose indicators are listed below. Since FY13, points earned for this credit have declined 5.5%.

	FY13	FY14
The percentage of entering students that are low-income	32.0	30.3
The graduation/success rate for low-income students	76.0	71.5
The percentage of student financial need met, on average	73.0	57.6
The percentage of students graduating with no interest-bearing student loan debt	10.0	10.0

Figure 12: Indicators that the institution is accessible and affordable to low-income students

Scoring across the indicators is cumulative. For example, an institution that reports 100% for three of the four indicators would earn 3 points for this credit. Likewise, an institution that reports 75% or more for all four indicators would earn 3 points.

Subcategories of potential improvement

This section details areas of potential score improvement and reasons for lower performance in some areas. Generally, subcategories for which the university scored 59% or fewer of available points are included in this section.

STARS 2.0 sub-category name	Points Possible	FY13		FY12-FY13	FY14		FY13-FY14
		Score	%	% Change*	Score	%	% Change
Campus Engagement	20	20.00	100.0%	1.41%	20.00	100.0%	0.0%
Curriculum	40	28.17	70.4%	19.13%	29.76	74.4%	4.0%
Research	18	17.50	97.2%	0.63%	15.97	88.7%	-8.5%
Air and Climate	11	6.50	59.1%	23.21%	6.49	59.0%	-0.1%
Buildings	8	2.88	36.0%	9.08%	1.00	20.0%	-16.0%
Dining Services	7	2.76	39.4%	-40.81%	2.38	34.0%	-5.4%
Energy	10	0.33	3.3%	-7.43%	2.12	21.3%	18.0%
Grounds	4	3.63	90.8%	-9.25%	3.93	98.3%	7.5%
Purchasing	6	3.39	56.5%	-9.63%	3.60	60.0%	3.5%
Transportation	7	4.34	62.0%	8.33%	4.35	62.1%	0.1%
Waste	10	4.49	44.9%	-0.22%	3.81	42.3%	-2.6%
Water	6	3.14	52.3%	-47.67%	3.85	64.2%	11.8%
Coordination, Planning & Governance	8	7.67	95.9%	-4.13%	7.83	97.9%	2.0%
Diversity & Affordability	10	8.91	89.1%	-10.90%	8.69	86.9%	-2.2%
Health, Wellbeing and Work	7	5.09	72.7%	-17.16%	5.04	72.0%	-0.7%
Investment	7	4.11	58.7%	12.45%	4.08	58.3%	-0.4%
Public Engagement	21	15.12	72.0%	17.61%	15.56	74.1%	2.1%
Total	200	138.03	69.0%	*4.0%	138.46	70.6%	1.6%

Figure 13: STARS subcategory comparison – areas of potential improvement

*Performance changes between FY12 and FY13 are due in part to changes in the STARS assessment tool.

Because they have been discussed previously in the subcategories of significant change section of this report, the following subcategories will not be included in the discussion here:

- Buildings
- Dining Services
- Energy

Air and Climate (FY13-FY14 change: -0.1%)

In the Air and Climate subcategory, ten of the eleven available points fall within the Greenhouse Gas (GHG) Emissions credit. Looking back to FY12, OSU achieved 26.2% of the available points for the GHG reduction credit. For FY13, 55.0% of available points were attained while slightly higher normalized emissions during FY14 gave a score of 54.9%.

As shown in OSU’s [annual greenhouse gas inventory reports](#), emissions have been largely flat or some years reduced while the physical campus and student enrollment expand dramatically. President Ray’s April 2007 signing of the American College and University Presidents Climate Commitment (ACUPCC) has motivated some action and OSU has been able to capitalize upon other opportunities since 2007. A large portion of OSU’s reduction is a result of the Energy Center, OSU’s cogeneration facility that produces nearly half of the Corvallis campus’ electricity and all steam used for building heat. With cogeneration, or combined heat and power, a majority of steam is created from the “waste” heat that is inherent with the electrical generation process. By capturing this waste heat, efficiencies skyrocket.

Other contributing factors to OSU’s ability to keep emissions flat while expanding operations and services include ongoing energy efficiency efforts in existing, older building stock and continued payoff from past projects like lighting upgrades and federal stimulus-funded steam trap replacements.

Investment (FY13-FY14 change: -0.4%)

Still hovering at this report’s upper boundary of low performance, OSU’s Investment subcategory score declined very slightly. The entirety of this decline is due to the estimated amount of holdings in businesses selected for exemplary sustainability performance. For FY13, the OSU Foundation reported \$6.76M of \$393.12M invested in such businesses and for FY14 \$5.25M of \$447.15M were reported. Other indicators in the Investment subcategory are qualitative and include:

- A publicly available sustainable investment policy
- Using its sustainable investment policy to select and guide investment managers
- Engaging in policy advocacy by participating in investor networks and/or engaging in inter-organizational collaborations to share best practices.

Waste (FY13-FY14 change: -2.6%)

The absence of completed capital construction projects in FY14, and therefore no score for the traditionally high scoring Construction and Demolition Waste Diversion credit, resulted in a lower subcategorical score. More notably, key credits in this subcategory trended positively with higher scores for Waste Minimization (+3.0%) and Waste Diversion (+1.3%) than FY13. The table below shows progress in the Waste Minimization credit, including significant reductions in landfill bound waste.

	FY05	FY13	FY14
Materials recycled	607	1,064	1,535
Materials composted	196	1,325	1,266
Materials reused, donated or re-sold	121	1,088	474
Materials disposed in a solid waste landfill or incinerator	3,105	2,858	2,546

Figure 14: Waste Minimization weights. All units are tons.

Appendix

STARS 2.0 Credit Score Detail Table

	Points Possible	FY13		FY14		% Change
		Score	%	Score	%	
Curriculum	40	28.17	70.4%	29.76	74.4%	4.0%
AC-1: Academic Courses	14	12.28	87.7%	11.50	82.1%	-5.6%
AC-2: Learning Outcomes	8	3.89	48.6%	6.26	78.3%	29.6%
AC-3: Undergraduate Program	3	3.00	100.0%	3.00	100.0%	0.0%
AC-4: Graduate Program	3	3.00	100.0%	3.00	100.0%	0.0%
AC-5: Immersive Experience	2	2.00	100.0%	2.00	100.0%	0.0%
AC-6: Sustainability Literacy Assessment	4	0.00	0.0%	0.00	0.0%	0.0%
AC-7: Incentives for Developing Courses	2	0.00	0.0%	0.00	0.0%	0.0%
AC-8: Campus as a Living Laboratory	4	4.00	100.0%	4.00	100.0%	0.0%
Research	18	17.50	97.2%	15.97	88.7%	-8.5%
AC-9: Academic Research	12	11.50	95.8%	9.97	83.1%	-12.8%
AC-10: Support for Research	4	4.00	100.0%	4.00	100.0%	0.0%
AC-11: Access to Research	2	2.00	100.0%	2.00	100.0%	0.0%
Campus Engagement	20	20.00	100.0%	20.00	100.0%	0.0%
EN-1: Student Educators Program	4	4.00	100.0%	4.00	100.0%	0.0%
EN-2: Student Orientation	2	2.00	100.0%	2.00	100.0%	0.0%
EN-3: Student Life	2	2.00	100.0%	2.00	100.0%	0.0%
EN-4: Outreach Materials and Publications	2	2.00	100.0%	2.00	100.0%	0.0%
EN-5: Outreach Campaign	4	4.00	100.0%	4.00	100.0%	0.0%
EN-6: Employee Educators Program	3	3.00	100.0%	3.00	100.0%	0.0%
EN-7: Employee Orientation	1	1.00	100.0%	1.00	100.0%	0.0%
EN-8: Staff Professional Development	2	2.00	100.0%	2.00	100.0%	0.0%
Public Engagement	21	15.12	72.0%	15.56	74.1%	2.1%
EN-9: Community Partnerships	3	3.00	100.0%	3.00	100.0%	0.0%
EN-10: Inter-Campus Collaboration	2	2.00	100.0%	2.00	100.0%	0.0%
EN-11: Continuing Education	5	5.00	100.0%	5.00	100.0%	0.0%
EN-12: Community Service	5	1.12	22.4%	1.56	31.2%	8.8%
EN-13: Community Stakeholder Engagement	2	2.00	100.0%	2.00	100.0%	0.0%
EN-14: Participation in Public Policy	2	2.00	100.0%	2.00	100.0%	0.0%
EN-15: Trademark Licensing	2	0.00	0.0%	0.00	0.0%	0.0%
EN-16: Hospital Network	0	N/A	N/A	N/A	N/A	N/A
Air and Climate	11	6.50	59.1%	6.49	59.0%	-0.1%
OP-1: Greenhouse Gas Emissions	10	5.50	55.0%	5.49	54.9%	-0.1%
OP-2: Outdoor Air Quality	1	1.00	100.0%	1.00	100.0%	0.0%
Buildings	8	2.88	36.0%	1.00	20.0%	-16.0%
OP-3: Building Operations and Maintenance	4	0.00	0.0%	0.00	0.0%	0.0%
OP-4: Building Design and Construction	3	1.88	62.7%	N/A	N/A	N/A
OP-5: Indoor Air Quality	1	1.00	100.0%	1.00	100.0%	0.0%

Dining Services	7	2.76	39.4%	2.38	34.0%	-5.4%
OP-6: Food and Beverage Purchasing	4	1.03	25.8%	1.05	26.3%	0.5%
OP-7: Low Impact Dining	3	1.73	57.7%	1.33	44.3%	-13.3%
Energy	10	0.33	3.3%	2.12	21.2%	17.9%
OP-8: Building Energy Consumption	6	0.32	5.3%	2.10	35.0%	29.7%
OP-9: Clean and Renewable Energy	4	0.01	0.3%	0.02	0.5%	0.3%
Grounds	4	3.63	90.8%	3.93	98.3%	7.5%
OP-10: Landscape Management	2	1.63	81.5%	1.93	96.5%	15.0%
OP-11: Biodiversity	2	2.00	100.0%	2.00	100.0%	0.0%
Purchasing	6	3.39	56.5%	3.60	60.0%	3.5%
OP-12: Electronics Purchasing	1	1.00	100.0%	0.99	99.0%	-1.0%
OP-13: Cleaning Products Purchasing	1	0.58	58.0%	0.62	62.0%	4.0%
OP-14: Office Paper Purchasing	1	0.53	53.0%	0.53	53.0%	0.0%
OP-15: Inclusive and Local Purchasing	1	0.53	53.0%	0.71	71.0%	18.0%
OP-16: Life Cycle Cost Analysis	1	0.00	0.0%	0.00	0.0%	0.0%
OP-17: Guidelines for Business Partners	1	0.75	75.0%	0.75	75.0%	0.0%
Transportation	7	4.34	62.0%	4.35	62.1%	0.1%
OP-18: Campus Fleet	1	0.09	9.0%	0.10	10.0%	1.0%
OP-19: Student Commute Modal Split	2	1.56	78.0%	1.56	78.0%	0.0%
OP-20: Employee Commute Modal Split	2	0.69	34.5%	0.69	34.5%	0.0%
OP-21: Support for Sustainable Transportation	2	2.00	100.0%	2.00	100.0%	0.0%
Waste	10	4.49	44.9%	3.81	42.3%	-2.6%
OP-22: Waste Minimization	5	0.97	19.4%	1.12	22.4%	3.0%
OP-23: Waste Diversion	3	1.65	55.0%	1.69	56.3%	1.3%
OP-24: Construction & Demolition Waste Diversion	1	0.87	87.0%	N/A	N/A	N/A
OP-25: Hazardous Waste Management	1	1.00	100.0%	1.00	100.0%	0.0%
Water	6	3.14	52.3%	3.85	64.2%	11.8%
OP-26: Water Use	3	1.14	38.0%	1.85	61.7%	23.7%
OP-27: Rainwater Management	2	2.00	100.0%	2.00	100.0%	0.0%
OP-28: Wastewater Management	1	0.00	0.0%	0.00	0.0%	0.0%
Coordination, Planning and Governance	8	7.67	95.9%	7.83	97.9%	2.0%
PA-1: Sustainability Coordination	1	1.00	100.0%	1.00	100.0%	0.0%
PA-2: Sustainability Planning	4	3.67	91.8%	3.83	95.8%	4.0%
PA-3: Governance	3	3.00	100.0%	3.00	100.0%	0.0%
Diversity & Affordability	10	8.91	89.1%	8.69	86.9%	-2.2%
PA-4: Diversity and Equity Coordination	2	2.00	100.0%	2.00	100.0%	0.0%
PA-5: Assessing Diversity and Equity	1	1.00	100.0%	1.00	100.0%	0.0%
PA-6: Support for Underrepresented Groups	2	2.00	100.0%	2.00	100.0%	0.0%
PA-7: Support for Future Faculty Diversity	1	1.00	100.0%	1.00	100.0%	0.0%
PA-8: Affordability and Access	4	2.91	72.8%	2.69	67.3%	-5.5%

Health, Wellbeing and Work	7	5.09	72.7%	5.04	72.0%	-0.7%
PA-9: Employee Compensation	3	3.00	100.0%	3.00	100.0%	0.0%
PA-10: Assessing Employee Satisfaction	1	0.38	38.0%	0.38	38.0%	0.0%
PA-11: Wellness Program	1	1.00	100.0%	1.00	100.0%	0.0%
PA-12: Workplace Health and Safety	2	0.71	35.5%	0.66	33.0%	-2.5%
Investment	7	4.11	58.7%	4.08	58.3%	-0.4%
PA-13: Committee on Investor Responsibility	2	2.00	100.0%	2.00	100.0%	0.0%
PA-14: Sustainable Investment	4	1.11	27.8%	1.08	27.0%	-0.8%
PA-15: Investment Disclosure	1	1.00	100.0%	1.00	100.0%	0.0%