



University of Idaho STARS REPORT

Date Submitted: Dec. 28, 2023

Rating: Gold

Score: 69.13

Online Report: [University of Idaho](#)

STARS Version: 2.2

Wait, Wait! Don't Print Me!

To reduce paper consumption, this document has been designed to be browsed quickly and easily on computer screens using Adobe Reader. The following special features have been embedded:

Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window - it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

Searching

- Adobe Reader's search tool allows you to see the results of your search in a menu format, similar to web search engines. Using the menu, you can choose to go directly to the occurrence of the search term that is most relevant to your interest. To access this search tool, press Shift+Ctrl+F, or choose "Search" from the "Edit" menu.

If these features don't meet your on-screen reading needs, please consider printing only the sections you need, printing double-sided, and using recycled-content paper or paper that has already been printed on one side.

About STARS

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

STARS is designed to:

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

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

About AASHE

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

Summary of Results

Score 69.13

Rating: Gold

Report Preface

Introduction	0.00 / 0.00
Institutional Characteristics	0.00 / 0.00

Academics

Curriculum	34.78 / 40.00
Research	17.38 / 18.00

Engagement

Campus Engagement	18.91 / 21.00
Public Engagement	8.92 / 20.00

Operations

Air & Climate	7.12 / 11.00
Buildings	1.25 / 8.00
Energy	4.67 / 10.00
Food & Dining	2.51 / 8.00
Grounds	1.04 / 4.00
Purchasing	2.80 / 6.00
Transportation	3.99 / 7.00
Waste	4.36 / 10.00
Water	5.00 / 6.00

Planning & Administration

Coordination & Planning	7.25 / 9.00
Diversity & Affordability	8.46 / 10.00
Investment & Finance	0.00 / 7.00
Wellbeing & Work	3.12 / 7.00

Innovation & Leadership

Innovation & Leadership	4.00 / 4.00
-------------------------	-------------

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

Report Preface

Introduction

Points Earned 0.00

Points Available 0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Credit	Points
	0.00 /
Executive Letter	Total adjusted for non-applicable credits
	Close
	0.00 /
Points of Distinction	Total adjusted for non-applicable credits
	Close

Executive Letter

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Sarah Dawson

University Sustainability Director
Office of the President

Criteria

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

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

Executive cover letter:

[STARS_letter_SG_signed_7.27.23_.pdf](#)

Data source(s) and notes about the submission:

Points of Distinction

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

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

Name of the institution's featured sustainability program, initiative, or accomplishment:

Office of the President Sustainability Working Group (2021)

A brief description of the institution's featured program, initiative, or accomplishment:

President Scott Green has asked this working group to finalize a white paper for the creation of an entity capable of executing on the university's strategic desire to be known for sustainability. This may include identifying certificates, degrees and courses we offer, the research that we pursue under this umbrella and how the entity will organize and interface with other university stakeholders. The white paper should answer the question of what separates the University of Idaho from competitors offering similar degrees, certificates and research focus areas. The audit of current offerings would result in recommendations for the early opportunities to market existing degrees and research focused on sustainability, as well as include recommendations for future focus areas in sustainability.

Which of the following impact areas does the featured program, initiative, or accomplishment most closely relate to?:

Curriculum
Research
Campus Engagement
Air & Climate
Buildings
Energy
Waste
Water
Coordination & Planning

Website URL where more information about the accomplishment may be found:

<https://www.uidaho.edu/president/university-working-groups/sustainability>

STARS credit in which the featured program, initiative, or accomplishment is reported (if applicable):

Multiple Credits

A photograph or document associated with the featured program, initiative, or accomplishment:

Name of a second highlighted sustainability program/initiative/accomplishment:

A brief description of the second program/initiative/accomplishment:

Which impact areas does the second program/initiative/accomplishment most closely relate to?:

Website URL where more information about the second program/initiative/accomplishment may be found:

STARS credit in which the second program/initiative/accomplishment is reported (if applicable):

A photograph or document associated with the second program/initiative/accomplishment:

Name of a third highlighted program/initiative/accomplishment:

A brief description of the third program/initiative/accomplishment:

Which impact areas does the third program/initiative/accomplishment most closely relate to?:

Website URL where more information about the third program/initiative/accomplishment may be found:

STARS credit in which the third program/initiative/accomplishment is reported (if applicable):

A photograph or document associated with the third program/initiative/accomplishment:

Data source(s) and notes about the submission:

Work Group:

<https://www.uidaho.edu/president/university-working-groups/sustainability>

Data source(s) and notes about the submission:

Work Group:

<https://www.uidaho.edu/president/university-working-groups/sustainability>

Institutional Characteristics

Points Earned 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

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 /	Wes McClintick
Total adjusted for non-applicable credits	IR Director
Close	Institutional Research

Criteria

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

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

Institution type:

Doctoral/Research

Institutional control:

Public

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

University of Idaho's main campus is located in the rural town of Moscow, Idaho (population 26,636). The main campus has 810 acres which include a 63-acre arboretum/botanical garden as well as a golf course of approximately 160 acres. Rinker Rock Creek Ranch (10,400 acres) and the Taylor Wilderness Research Station (65 acres), research areas for our faculty, students, and larger community, are also included in the institutional boundary. The UI participates in the WWAMI program and has facilities dedicated to the training of medical students but does not award the medical degree. The UI has centers across the state and extension educators are based in 42 of Idaho's 44 counties.

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

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

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

The University's small satellite campuses, in Coeur d'Alene, Boise, and Idaho Falls, are not included in the report as there is no one currently onsite who can collect the necessary data. We hope to include them in the future.

Additional documentation to support the submission :

Data source(s) and notes about the submission:

Data compiled by Institutional Research Director Wes McClintick and University Sustainability Director Sarah Dawson

Data source(s) and notes about the submission:

Data compiled by Institutional Research Director Wes McClintick and University Sustainability Director Sarah Dawson

Operational Characteristics

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Wes McClintick
IR Director
Institutional Research

Criteria

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

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

Endowment size:

461,400,000 (461,400,000.0 US/Canadian \$) US/Canadian \$

Total campus area:

4,876.47 (4,876.4663 Acres) Hectares

Locale:

Small town

IECC climate zone:

4 - Mixed

Gross floor area of building space:

408,278.96 (408,278.95604 Gross square feet) Gross square meters

Floor area of laboratory space:

16,783.58 (16,783.577271 Square feet) Square meters

Floor area of healthcare space:

357.96 (357.955259 Square feet) Square meters

Floor area of other energy intensive space:

14,544.43 (14,544.429165 Square feet) Square meters

Additional documentation to support the submission :

Data source(s) and notes about the submission:

Data support for square footage, provided by Ann Ulliman, CADD Center Manager

Data compiled by Institutional Research Director Wes McClintick and University Sustainability Director Sarah Dawson

Acreage includes main campus, Rinker Ranch, and Taylor Wilderness.

Data source(s) and notes about the submission:

Data support for square footage, provided by Ann Ulliman, CADD Center Manager

Data compiled by Institutional Research Director Wes McClintick and University Sustainability Director Sarah Dawson

Acreage includes main campus, Rinker Ranch, and Taylor Wilderness.

Academics and Demographics

Score	Responsible Party
0.00 /	Wes McClintick IR Director
Total adjusted for non-applicable credits	Institutional Research
Close	

Criteria

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

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

Number of academic divisions:

11 (11.0)

Number of academic departments (or the equivalent):

58 (58.0)

Number of students enrolled for credit:

13,007 (13,007.0)

Total number of employees:

2,447 (2,447.0)

Full-time equivalent student enrollment:

9,175 (9,175.0)

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

635.48 (635.48)

Full-time equivalent of employees:

2,313 (2,313.0)

Number of students resident on-site:

3,925 (3,925.0)

Number of employees resident on-site:

16 (16.0)

Number of other individuals resident on-site:

0

Weighted campus users, performance year:

Additional documentation to support the submission:

[IPEDS_12_Month_Enrollment.pdf](#)

Data source(s) and notes about the submission:

*Other individuals living in student family housing is an estimate.

*Online students determined by their campus

*Employee counts are based on census date estimation and exclude graduate assistants and temporary help. Mailing address zip code of 83844 is used to determine on-site.

Data compiled by Institutional Research Director Wes McClintick and University Sustainability Director Sarah Dawson

Data source(s) and notes about the submission:

*Other individuals living in student family housing is an estimate.

*Online students determined by their campus

*Employee counts are based on census date estimation and exclude graduate assistants and temporary help. Mailing address zip code of 83844 is used to determine on-site.

Data compiled by Institutional Research Director Wes McClintick and University Sustainability Director Sarah Dawson

Academics

Curriculum

Points Earned 34.78

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	12.94 / 14.00
Learning Outcomes	3.84 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	4.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	Responsible Party
12.94 / 14.00	Sarah Dawson University Sustainability Director Office of the President

Criteria

Part 1. Sustainability course offerings

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Part 2. Sustainability course offerings by department

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

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.
- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

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

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.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	1,805 (1,805.0)	827 (827.0)
Number of sustainability-focused courses offered	103 (103.0)	54 (54.0)
Number of sustainability-inclusive courses offered	273 (273.0)	152 (152.0)

Percentage of courses that are sustainability course offerings:

Total number of academic departments that offer courses:

58 (58.0)

Number of academic departments with sustainability course offerings:

43 (43.0)

Percentage of academic departments with sustainability course offerings:

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

[UI_Academic_Course_Inventory_for_STARS_2023.xlsx](#)

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

One

A brief description of the methodology used to complete the course inventory :

All course in the University of Idaho course catalog for academic year 22'-23' were entered into an Excel sheet and then scanned for a list of key words. Course descriptions of classes identified by key words were read by the sustainability director, and irrelevant courses were discarded from the data

set. Courses were then separated into undergraduate or graduate level courses and categorized as a “sustainability-focused” or “sustainability-inclusive” as defined by AASHE. Upon completion of this analysis, the courses were classified by department and counted. The attached inventory contains only those courses that were identified as sustainability courses or sustainability related, complete with their course descriptions, department, and undergraduate or graduate determination.

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

Other (please describe below)

A brief description of how courses with multiple offerings or sections were counted:

Each course was counted as a single course for each department in which it was listed, no matter the number of sections or number of semesters taught. If the course was taught at both the undergraduate and graduate levels, then it was counted as two courses (one graduate and one undergraduate).

Website URL where information about the sustainability course offerings is available:

<https://www.uidaho.edu/sustainability/academics>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Course catalog data was obtained from the university registrar, Lindsey Brown. Initial key word search was performed by a student worker.

Added: Each course was counted as a single course for EACH DEPARTMENT in which it was listed, no matter the number of sections or number of semesters taught. If the course was taught at BOTH THE UNDERGRADUATE AND GRADUATE LEVELS, then it was counted as two courses (one graduate and one undergraduate).

443 are courses listed in the inventory + 78 courses taught at both the graduate and undergraduate level (column F in the spreadsheet) + 61 courses taught in multiple departments (columns C & D in the spreadsheet) = 582 total courses.

Data source(s) and notes about the submission:

Course catalog data was obtained from the university registrar, Lindsey Brown. Initial key word search was performed by a student worker.

Added: Each course was counted as a single course for EACH DEPARTMENT in which it was listed, no matter the number of sections or number of semesters taught. If the course was taught at BOTH THE UNDERGRADUATE AND GRADUATE LEVELS, then it was counted as two courses (one graduate and one undergraduate).

443 are courses listed in the inventory + 78 courses taught at both the graduate and undergraduate level (column F in the spreadsheet) + 61 courses taught in multiple departments (columns C & D in the spreadsheet) = 582 total courses.

Learning Outcomes

Score	Responsible Party
3.84 / 8.00	Sarah Dawson University Sustainability Director Office of the President

Criteria

Part 1. Institutional sustainability learning outcomes

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution's predominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,
- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems), OR
- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

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

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

Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?:

Yes

Which of the following best describes the sustainability learning outcomes?:

Sustainability-supportive

A list of the institution level sustainability learning outcomes:

Institution level learning outcomes address social responsibility but fall short of addressing environmental or economic responsibility. They are as follows:

Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

Clarify purpose and perspective - Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

<https://www.uidaho.edu/provost/learning-outcomes>

Total number of graduates from degree programs:

2,421 (2,421.0)

Number of graduates from degree programs that require an understanding of the concept of sustainability:

557 (557.0)

A brief description of how the figure above was determined:

The above figure was calculated after an audit of the Degrees Awarded excel sheet provided by Institutional Research.

Sustainability-focused degree paths were identified based on their posted description and course work. The figure above is the sum of the graduates from the identified programs, outlined in the following section, from the 2022-2023 academic year.

A list of degree programs that require an understanding of the concept of sustainability:

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES:

Sustainable Food Systems - B.S.Ag.L.S.

Ability to apply scientific principles to the development and management of sustainable agricultural systems; develop an approach to solving complex food systems related issues. Ability to assess the sustainability of agricultural systems using a systems-based approach applying economic, social and natural-resource related criteria.

Water Resources - M.S. and Ph.D.

In this unique distinctive program, you will learn to collaborate effectively with peers in other fields and with key stakeholders and professionals to define, research, and achieve creative and sustainable solutions to contemporary water problems. Earn an interdisciplinary master's or doctoral degree in any of three emphasis areas: engineering and science; science and management; or law, management and policy.

Environmental Soil Science – B.S.

This program provides the interdisciplinary knowledge required to manage crop, forest, rangeland and urban soils for long-term health and sustainability. Explore the fields of soil chemistry, soil physics, microbial ecology, bioremediation, soil genesis and classification and soil fertility/plant nutrition. Gain hands-on experience by working in laboratories, greenhouses and on research farms. Work towards becoming a professional, certified soil scientist.

COLLEGE OF ART AND ARCHITECTURE:

Bioregional Planning and Community Design - M.S.

Ethics and civic leadership: the program emphasizes community outreach and applied planning with Idaho communities facing rapid changes in the character of economies and land use. Sustainability is the cornerstone of that effort. Studio work translates this approach into practice and allows the student to make the program's intent available as a community service.

Integrated Architecture and Design - M.S.

Address significant social, environmental, cultural and economic challenges posed by built and natural environments creatively and collaboratively.

Environmental Design – B.S.

Landscape architecture is a challenging field that offers diverse career paths in professional design practice, agencies such as the National Park Service, and many related environmental fields. This pre-professional program provides students with the design, technical, and theoretical foundations needed to pursue the professional Master's of Landscape Architecture. Courses include design studios and seminars in theory and criticism, urban and community design, sustainable design practices and green infrastructure, plant ecology and planting design, GIS for landscape planning, construction technology, and a range of CAD and other digital design programs. You will gain the foundational knowledge and versatile design skills for opportunities in landscape architecture, regional land planning and management, or related environmental consulting fields.

Landscape Architecture – B.L.A and M.L.A.

Sustainability and resilience are key themes that carry throughout all courses in the Landscape Architecture curriculum. These ideas have been at the center of critical and growing debates about how our world is changing. Urbanization, climate change, environmental degradation, social and environmental justice are all areas of discourse that engage ideas of sustainability and resilience, and are key factors that students address when they take on research, planning and design projects. Landscape architecture students explore the creation of green infrastructure elements in many of the graduate and undergraduate courses. Students develop skills for planning, siting, and design of stormwater green infrastructure facilities as well as various other design facility types including: active transport, community-based design, and habitat. Students within studios and technical courses develop innovative approaches to the ecological planning and design of public space through green infrastructure techniques.

Bioregional Planning and Community Design – B.S. and Academic Certificate

Learn about sustainable development and its promises and pitfalls as a leading concept for the planning and design of communities. Learn about the different interpretations of sustainability and the usefulness of these interpretations for planning in the context of the communities in which we live.

COLLEGE OF ENGINEERING:

Biological Engineering - B.S. and M.S.

Graduates will design for advancement and sustainability of their local, national, and global communities protecting human health and safety and practicing environmental stewardship. Upon graduation, students will be able to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. For Master's and Ph.D. programs: The student will understand the impact of a project or research specifically, and of the responsibility to enhance the quality of life of the global community through the practice of engineering.

Chemical Engineering – B.S.

The student will apply aspects of engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

Electrical Engineering - B.S.E.E.

Graduate will apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. They will recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

Civil Engineering – B.S.C.E.

By graduation, students will demonstrate an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

Mechanical Engineering – B.S.M.E

Students will develop an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES

Sociology – B.A and B.S.

Graduating seniors will demonstrate a working knowledge of the dominant forms of social inequality.

Equity and Justice - Academic Certificate

Upon completion of the program, the certificate acknowledges competency in understanding a broad range of diversity issues and an ability to apply that understanding to the workplace and in social life. SOC/ANTH 201: Introduction to Inequities and Inclusion is a required course.

American Indian Studies – Minor

The American Indian Studies Program at the University of Idaho was established to provide and advance quality education for and about American Indians of Idaho, the region and the nation. In fulfilling this mission, the program is committed to meet the changing needs of Idaho's Indian tribes and all Idaho citizens through excellence in teaching, research and service.

COLLEGE OF NATURAL RESOURCES:

Environmental Science - B.S.Env.S.

Integrate technical expertise with a sound understanding of the cultural, social, political, and economic ramifications of environmental problem-solving. M.S. and PhD programs: Demonstrate a high level of skills in carrying out interdisciplinary work integrating technical expertise with a sound understanding of the cultural, social, political, and economic ramifications of environmental problem-solving.

Conservation Biology – B.S.

Students will accurately articulate key principles concerning the ecology of species, populations, communities, ecosystems, and landscapes. Students will demonstrate an understanding of the interconnection between ecological systems and basic aspects of human ecology (as defined by economics, social sciences, and other related fields).

Fishery Resources - B.S.

Professionals in this field work to support healthy fish resources for the benefit of the food supply, environment, recreation and more. Learn about the conservation and sustainable management of fish in fisheries, hatcheries and other aquatic ecosystems and gain the tools you need to address important environmental and political issues affecting fish populations.

Wildlife Resources - B.S.

This degree focuses on the ecology, conservation, and management of wildlife species and their natural habitats. A science-based program, this degree offered through the Department of Fish and Wildlife Sciences examines the relationships wildlife populations have with each other, the threats the growing human population poses, and the areas where this field intersects with other natural resources management disciplines.

Fire Ecology and Management - B.S.

This program will provide students with an understanding of fire's holistic role in the environment and help develop the understanding and skills to solve complex problems involved in the management of natural resources. Select courses in this degree path include Fire Ecology and Management, Meteorology, and Global Climate Change.

Rangeland Conservation - B.S.

This program prepares students to manage, conserve, and restore these diverse environments, which include grasslands, shrublands, woodlands, and deserts. Our graduates are leaders in the field, and our program prepares students for a career with government agencies, conservation groups and private land owners. Additionally, our program provides a solid understanding of ecological restoration and the many issues facing natural resource management.

Forest and Sustainable Products- B.S

This degree trains students to create and design new products from bio-based materials, from wood to recycled materials. Through hands-on courses, our students apply what they learn in the classroom in our state-of-the-art laboratories in a variety of areas such as biofuel creation from wood waste, development of plastic-enhanced wood for construction, and innovative use of small-diameter trees. Courses Forest and Sustainable Products students can plan on taking include Introduction to Forest and Sustainable Products, Properties of Forest and Sustainable Products Physiology, and Biocomposites.

Natural Resources - B.S., M.S., and Ph.D.

Examine the human dimensions of natural resource management and conservation and apply this knowledge while working with diverse stakeholders across disciplines and private and public sectors. Explore social-ecological systems and shape the relationship with the landscape that sustains us all. This nationally recognized program offers two options, Conservation Planning and Management and Conservation Science. M.S, Ph.D: Work alongside internationally recognized faculty leading natural resources research in pursuit of your degree and make an impact on the problems facing our natural world. Our research encompasses a wide range of natural resource disciplines, and this degree focuses primarily on students interested in pursuing research opportunities under the guidance of a major professor and a graduate advisory committee. Students have ready access to thousands of acres of working forests, rangelands and waterways, will conduct research on 2.3 million pristine acres at the Taylor Wilderness Research Station, and create professional networks across multiple disciplines, faculty, and agency scientists.

Restoration Ecology Certificate

Many of the issues facing our natural resources and environment can be resolved by restoring health, sustainability, and services of ecosystems that have been degraded by human activities. Restoration Ecology is the science that supports the practice of restoration, and is the foundation of any successful ecosystem restoration project. Enrolling in the Restoration Ecology certificate provides you a background in basic ecological principles within the context of restoration. Specifically, the certificate provides a strong understanding of plant and soil ecology and an overview of the tools to manage and restore disturbed and degraded rangeland and forest ecosystems.

Tribal Natural Resources Stewardship Undergraduate Academic Certificate Wildlife Resources Minor

Ecology Minor

Fire Ecology and Management Minor

Our minor in Fire Ecology and Management emphasizes “hands-on” learning to provide you an understanding of fire’s holistic role in the environment and develop the understanding and skills to help manage complex problems associated with fire-dependent forests and rangelands, including the wildland-urban interface.

Rangeland Ecology and Management Minor

A minor in Rangeland Ecology and Management prepares you to manage, conserve, and restore these diverse environments, which include grasslands, shrublands, woodlands and deserts. This minor provides a solid understanding of important ecosystem processes that shape rangelands, as well as tools to help manage and restore these critical working landscapes across the West. This minor is highly customizable to allow students to focus their course work in specific fields, such as land and livestock management, wildlife habitat, or restoration ecology.

Renewable Materials Minor

A minor in Renewable Materials combines engineering, architecture, chemistry, business, biology and more to help prepare you for a career in the fast-growing field of renewable materials and bioenergy systems. Influence future building techniques by developing new products, methods, and practices by taking advantage of hands-on courses in a variety of areas such as biofuel creation from wood waste, development of plastic-enhanced wood for construction, and innovative uses of small-diameter trees.

Forest Resources Minor

A minor in Forest Resources provides additional training focused on the variety of sustainable products provided by forest ecosystems. This minor emphasizes coursework in forest ecology, management, restoration, watersheds, and natural resource policy, and provides students with opportunities to gain practical, hands-on experience by studying at the U of I Experimental Forest and Pitkin Forest Nursery. Students enrolling in the minor prepare to work with both private and public organizations in working forests around the world to solve problems, manage land and restore ecosystems.

Renewable Materials – B.S.

COLLEGE OF SCIENCE:

Geography - B.S.

Ability to write clearly and verbally explain problems and issues in geographic science and related human and environmental topics in an effective manner and with supportive visual and statistical materials. Graduates of this program are prepared to apply their geographic knowledge and technical skills to address problems related to global climate change, regional planning and development, natural resources and much more.

Climate Change Solutions – B.S.

Explain the physical, chemical, and biological processes that govern the Earth's climate system and how people influence the climate system. Understand and explain climate change impacts on both human and natural systems, and be able to identify regions, ecosystems, and groups most vulnerable to climate change. Demonstrate knowledge about the strategies for mitigating climate change and options for adapting to its impact. Communicate climate science and solutions in an effective manner to a variety of audiences, including stakeholders and the general public.

Environmental Hydrogeology Undergraduate Certificate

Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes. Ability to explain the physical nature of global climate change and the role of society in influencing and mitigating effects of climate change.

Climate Change Certificate

The U.S. Global Change Research Program has outlined specific educational goals for training the next generation of scientists and decision makers in climate literacy across disciplines. The curriculum required for the climate change certificate builds in the flexibility for students across colleges while adhering to the following "climate literacy" goals:

--to understand the essential principles of Earth's climate system,

--to know how to assess scientifically credible information about climate,

--to communicate about climate and climate change in a meaningful way, and

can make informed and responsible decisions with regard to actions that may affect climate.

Thus, the certificate is intended to prepare students in many fields to understand the scientific drivers and impacts of climate change, as well as the necessary knowledge base to become active participants in planning mitigation strategies and necessary community/societal adaptations.

Documentation supporting the figure reported above (upload):

[2023_Degrees.xlsx](#)

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

One

Percentage of students who graduate from programs that require an understanding of the concept of sustainability:

Website URL where information about the sustainability learning outcomes is available:

<http://www.uidaho.edu/learningoutcomes>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Part 1: Sarah Mahuron, Accreditation & Assessment Analyst, Institutional Effectiveness and Accreditation

Part 2:

<https://www.uidaho.edu/provost/ir/institutional-data/degrees-awarded>

Minors were excluded from the data.

Data source(s) and notes about the submission:

Part 1: Sarah Mahuron, Accreditation & Assessment Analyst, Institutional Effectiveness and Accreditation

Part 2:

<https://www.uidaho.edu/provost/ir/institutional-data/degrees-awarded>

Minors were excluded from the data.

Undergraduate Program

Score

3.00 / 3.00

Responsible Party

Sarah Dawson
University Sustainability Director
Office of the President

Criteria

Institution offers at least one:

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

AND/OR

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

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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

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

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

Yes

Name of the sustainability-focused undergraduate degree program:

Bachelor in Environmental Science

A brief description of the undergraduate degree program:

Today's global environmental issues demand professionals who understand the science, economics, social and political factors behind them. Take advantage of this unique program that includes classes from a variety of sciences. Focus your studies through a range of courses in the biological, physical or social sciences, while you learn to protect, conserve and make a difference in tomorrow's world.

Website URL for the undergraduate degree program:

<https://www.uidaho.edu/cnr/undergraduate-majors/bs-envs>

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

Bachelor in Natural Resource Conservation

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

Examine the human dimensions of natural resource management and conservation and apply this knowledge while working with diverse stakeholders across disciplines and private and public sectors. Explore social-ecological systems and shape the relationship with the landscape that sustains us all. This nationally recognized program offers two options, Conservation Planning and Management and Conservation Science.

Website URL for the undergraduate degree program (2nd program):

<https://www.uidaho.edu/cnr/undergraduate-majors/bs-nrc>

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

Bachelor in Forest and Sustainable Products

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

Sustainability and innovation are words to live by for professionals in Forest and Sustainable Products. An important part of the University of Idaho for over 100 years and accredited by the Society of Wood Science and Technology, our B.S. in Forest and Sustainable Products trains students to create and design new products from bio-based materials, from wood to recycled materials.

Through hands-on courses, our students apply what they learn in the classroom in our state-of-the-art laboratories in a variety of areas such as biofuel creation from wood waste, development of plastic-enhanced wood for construction, and innovative use of small-diameter trees. Our program is the only program of its kind with an integrated business curriculum that prepares students to work in the renewable materials and wood products industry; a \$3 billion industry in Idaho. As a major in Forest and Sustainable Products, students take advantage of course work in five career tracks:

Bio-Energy
Bio-Based Materials
Construction & Design
Materials Acquisition & Supply
Renewable Materials Business Management

Website URL for the undergraduate degree program (3rd program):

<https://www.uidaho.edu/cnr/undergraduate-majors/bs-renewable-materials>

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

Master sustainability in academics website here:

<https://www.uidaho.edu/sustainability/academics>

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

Yes

Name of the sustainability-focused undergraduate minor or concentration:

Climate Change Certificate

A brief description of the undergraduate minor or concentration:

Our Climate Change Certificate fulfills a need for personnel who have a working knowledge of the science of climate change, its potential impacts, and adaptation and mitigation strategies to build climate resilient societies and landscapes.

Careers include scientists quantifying impacts, mitigation, and adaptation and practitioners and managers minimizing effects in natural and human systems.

Website URL for the undergraduate minor or concentration:

<https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/climate-change-undergraduate-certificate/>

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

Restoration Ecology Certificate

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

Many of the issues facing our natural resources and environment can be resolved by restoring health, sustainability, and services of ecosystems that have been degraded by human activities. Restoration Ecology is the science that supports the practice of restoration, and is the foundation of any successful ecosystem restoration project. Enrolling in the Restoration Ecology certificate provides you a background in basic ecological principles within the context of restoration. Specifically, the certificate provides a strong understanding of plant and soil ecology and an overview of the tools to manage and restore disturbed and degraded rangeland and forest ecosystems.

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

<https://catalog.uidaho.edu/colleges-related-units/natural-resources/forest-rangeland-fire-sciences/restoration-ecology-undergraduate-academic-certificate/>

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

Environmental Communications Minor

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

The Environmental Communications Minor is offered through the College of Natural Resources but requires coursework in the humanities and journalism as well. This interdisciplinary minor introduces students to the communications skills in the context of natural resources, including environmental and cultural interpretation; communication psychology and media applied to non-captive audiences in natural resource situations. Additional coursework in environmental education and public involvement in natural resource management expand the scope of this minor.

Website URL for the undergraduate minor or concentration (3rd program):

<https://catalog.uidaho.edu/colleges-related-units/natural-resources/natural-resources-society/environmental-communication-minor/>

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

Master sustainability in academic website:

<https://www.uidaho.edu/sustainability/academics>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data compiled by Sustainability Director Sarah Dawson

Data source(s) and notes about the submission:

Data compiled by Sustainability Director Sarah Dawson

Graduate Program

Score

3.00 / 3.00

Responsible Party

Sarah Dawson
University Sustainability Director
Office of the President

Criteria

Institution offers at least one:

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

AND/OR

- Graduate-level sustainability-focused minor, concentration, or certificate (e.g., a concentration on sustainable business within an MBA program).

To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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

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

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

Yes

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

M.S. and Ph.D. in Environmental Science

A brief description of the graduate-level degree program:

The University of Idaho Environmental Science Program provides you with comprehensive skills necessary to approach environmental change from multiple perspectives and apply your degree to influence management decisions. Doing so requires integration of many relevant disciplines such as biology, chemistry, ecology, economics, engineering, geography, hydrology, soil science, philosophy, physics, political science, and sociology.

Website URL for the graduate-level degree program:

<https://www.uidaho.edu/cnr/grad-programs/on-campus-degrees/environmental-science>

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

M.S. and Ph.D. in Soil and Land Resources

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

Pursue your degree by digging deep into the field of soil science. Develop valuable expertise about the soil ecosystem and address soil issues related to sustainable agriculture and the environment while conducting lab-based experiments in a program where much of your learning will occur in independent research for your thesis or dissertation.

Website URL for the graduate degree program (2nd program):

<https://www.uidaho.edu/cals/soil-and-water-systems/ms-soil-and-land-resources>

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

M.S. and Ph.D. in Natural Resources

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

Work alongside internationally recognized faculty leading natural resources research in pursuit of your degree and make an impact on the problems facing our natural world. Our research encompasses a wide range of natural resource disciplines, and this degree focuses primarily on students interested in pursuing research opportunities under the guidance of a major professor and a graduate advisory committee.

Website URL for the graduate degree program (3rd program):

<https://www.uidaho.edu/cnr/grad-programs/on-campus-degrees/natural-resources>

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

Master list for sustainability in academics:

<https://www.uidaho.edu/sustainability/academics>

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

Yes

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

Fire Ecology, Management and Technology Graduate Academic Certificate

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

This 15-credit certificate program is designed for traditional and non-traditional students who would like to receive more depth than a few courses in the concepts, science and tools currently used in fire ecology and management, or for those seeking educational requirements required for federal employment. After completing this certificate program students will have the ability to apply sound science to solve complex issues facing fire management. Many of our students combine this certificate with a Masters of Natural Resources, Master of Science or doctorate. Others have combined this with the restoration ecology certificate program.

To complete the certificate, students must take a total of 15 credits and meet the credit requirements of each course group listed in the program of study. Students must also earn a grade of "B" or better in each class to qualify for the certificate.

Website URL for the graduate minor, concentration or certificate:

<https://www.uidaho.edu/cnr/minors-and-certificates/fem-tech>

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

Graduate Certificate in Natural Resources and Environmental Law

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

The graduate certificate in Natural Resources and Environmental Law is designed for graduate students who plan to work in the regulatory capacity of this field. Managers, scientists, ranchers or foresters often perform compliance activities without knowledge of the legal regimes that regulate their activities. This certificate will introduce Natural Resource graduate students to that legal framework better preparing them to work in their fields.

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

<https://www.uidaho.edu/law/academics/degrees/nrel-certificate>

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

Environmental Education and Science Communication Certificate

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

The McCall Outdoor Science School (MOSS) Graduate Certificate is designed for motivated PhD or M.S. students who wish to diversify their skill set and broaden the impact of their graduate work by developing expertise in science outreach and communication. Students spend nine months participating in select coursework, outreach, and TA experiences at the McCall Field Campus while continuing their graduate degree. The certificate program provides in-depth coursework in communication and outreach skills, and is customized to individual needs and goals of students. Students continue to work under their home advisor and thesis/dissertation committee, and are matched with an additional MOSS faculty advisor for guidance and supervision on Certificate-related work.

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

<https://www.uidaho.edu/cnr/mccall-field-campus/programs-and-services/graduate-program/graduate-certificate-program>

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

Master list for sustainability in academics:

<https://www.uidaho.edu/sustainability/academics>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data compiled by Sustainability Director Sarah Dawson

Data source(s) and notes about the submission:

Data compiled by Sustainability Director Sarah Dawson

Immersive Experience

Score

2.00 / 2.00

Responsible Party

Sarah Dawson
University Sustainability Director
Office of the President

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.

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit. See the Credit Example in the STARS Technical Manual for further guidance.

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

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

Yes

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

Semester in The Wild is an immersive, interdisciplinary program that takes place at the University of Idaho's Taylor Wilderness Research Station, located deep in the heart of the Frank Church-River of No Return Wilderness. Accessible only by hiking or flying, Taylor Wilderness Research Station is the most remote teaching and learning facility in the Lower 48.

Semester In The Wild is a premium opportunity for students from any university to spend 11 weeks learning ecology, environmental writing, wilderness management, outdoor leadership, and environmental history within pristine Idaho wilderness. Students earn 17 credits during this immersive and applied experience. Learning happens while standing in a creek taking samples or writing about passions for the natural world from a mountain ridge.

Semester In The Wild weaves educational outcomes into both the academics and lifestyle at Taylor Wilderness Research Station. By making the wilderness your classroom, students develop a richer and more nuanced understanding of ecological principles, environmental writing and history, and the ecological and sociological aspects of wilderness and protected area management. Students also have practical experience in communicating ideas about wilderness and science to general audiences.

Major components of this program include:

- Ecology & Management—Students learn how ecology works in an environment far removed from human impact, why we have our current management programs and how they evolved.
- Environment and History— Students learn how to effectively write about science and the environment, using personal experience and the history of American attitudes toward our natural resources.
- Outdoor Leadership—Students build outdoor leadership skills in an applied setting, using the wilderness as a classroom and drawing lessons from personal experience.

Website URL where information about the institution's immersive education programs is available:

<https://www.uidaho.edu/cnr/semester-in-the-wild>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data compiled by Sustainability Director Sarah Dawson

Data source(s) and notes about the submission:

Data compiled by Sustainability Director Sarah Dawson

Sustainability Literacy Assessment

Score

4.00 / 4.00

Responsible Party

Madison Dougherty

Sustainability Graduate Research Assistant
College of Natural Resources

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on student knowledge of sustainability topics and challenges.

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

Does the institution conduct an assessment of the sustainability literacy of its students?:

Yes

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

The entire (or predominate) student body, directly or by representative sample

Which of the following best describes the structure of the assessment? The assessment is administered as a::

Pre- and post-assessment to the same cohort or to representative samples in both a pre- and post-test

A copy of the questions included in the sustainability literacy assessment(s):

[2023_Literacy_Assessment.pdf](#)

A list or sample of the questions included in the sustainability literacy assessment or the website URL where the assessment tool may be found:

The following questions address aspects of sustainability. Please indicate whether the statements are "True" or "False." If you are unsure of an answer, please select "Don't know."

Q8 Most scientists believe that climate change is happening.

True (1)

False (2)

Don't know (3)

Q9 Human behavior plays a significant role in climate change.

True (1)

False (2)

Don't know (3)

Q10 The lives of many people living on islands are threatened by rising sea levels.

True (1)

False (2)

Don't know (3)

Q11 Climate and weather mean the same thing.

True (1)

False (2)

Don't know (3)

Q12 If we had a few colder-than-normal winters or cooler-than-normal summers, it would prove that climate change is not happening.

True (1)

False (2)

Don't know (3)

A brief description of how the literacy assessment was developed and/or when it was adopted:

The 2023 University of Idaho (UI) Sustainability Assessment was developed by doctoral candidate Madison Dougherty in collaboration with Sustainability Director Dr. Sarah Dawson and Sustainability Manager Olivia Wiebe. The literacy assessment was inspired by the SUSTLIT, which is a questionnaire that measures knowledge, attitudes, and behavior about sustainability, developed by faculty at Seattle University in 2014. To better fit our assessment objectives, we selected questions that only measured knowledge from the SUSTLIT and added or removed language that would be more responsive to our campus community. We also changed the 5-point Likert scale of the original SUSTLIT to a "True/False/Don't know" question format to reduce the cognitive load participants may experience. The assessment is 30 questions long and addresses knowledge in climate, energy, water, waste, biodiversity, environmental justice, and food. A literature review and review of AASHE resources was conducted to inform this measure and these items. The questionnaire was reviewed and approved for distribution by the Director of Institutional Research within the Office of the Provost & Executive Vice President.

The assessment was administered for the first time in the fall semester of 2023. We will use the same literacy assessment annually in fall semesters so that we may longitudinally measure changes in sustainability knowledge of our student population and assess if our sustainability education initiatives are successful.

A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered :

We distributed the survey to the entire student population, both undergraduate and graduate levels. An invitation was sent out by University Communications and Marketing in September 2023 to students, alongside the sustainability culture survey. The survey was open for three weeks.

At the end of the assessment, participants saw their score and the questions they answered incorrectly with the correct answers. Participants who completed the survey entered their name into a drawing for a \$50 gift card to a location of their choice. By providing a gift card incentive and showing participants' total scores at the end, we gamified the assessment to increase response rates.

A brief summary of results from the literacy assessment(s):

Literacy Assessment Key Findings

The average literacy score was 19.83 out of 30.

92% of student respondents correctly answered "True" to the question "Most scientists believe that climate change is happening."

88% of student respondents correctly answered "True" to the question "Human behavior plays a significant role in climate change."

92% of student respondents correctly answered "False" to the question "What ends up in the garbage has no effect on global warming or climate change."

63% of student respondents correctly answered "True" to the question "Abuses of the environment disproportionately impact people experiencing poverty and people of color."

87% of student respondents correctly answered "True" to the question "Fire plays a vital role in healthy forest ecosystems by promoting new growth, recycling nutrients, and controlling certain plant species."

Website URL where information about the sustainability literacy assessment is available:

Additional documentation to support the submission:

[2023_Literacy_Assessment.pdf](#)

Data source(s) and notes about the submission:

Survey Creation: Madison Dougherty, Environmental Science doctoral candidate; Dr. Sarah Dawson, Sustainability Director; Olivia Wiebe, Sustainability Manager

Survey Source: the SUSTLIT from Seattle University (Obermiller, C., & Atwood, A. (2014). Comparing Faculty and Student Sustainability Literacy: Are we fit to lead? Journal of Sustainability Education, 7.)

Survey Distribution: Sarah Dawson, Sustainability Director; Jodi Walker, Director of Communications

Data source(s) and notes about the submission:

Survey Creation: Madison Dougherty, Environmental Science doctoral candidate; Dr. Sarah Dawson, Sustainability Director; Olivia Wiebe, Sustainability Manager

Survey Source: the SUSTLIT from Seattle University (Obermiller, C., & Atwood, A. (2014). Comparing Faculty and Student Sustainability Literacy: Are we fit to lead? Journal of Sustainability Education, 7.)

Survey Distribution: Sarah Dawson, Sustainability Director; Jodi Walker, Director of Communications

Incentives for Developing Courses

Score

2.00 / 2.00

Responsible Party

Sarah Dawson
University Sustainability Director
Office of the President

Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

Does the institution have an ongoing program that offers incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses? :

Yes

A brief description of the incentive program(s):

The Office of Sustainability has developed a curriculum workshop for faculty interested in integrating sustainability into their courses. The workshop, called the Palouse Project, is a one-day workshop that will happen at the end of the academic year in the month of May and educates faculty on the multi-faceted concept of sustainability and the pertinent sustainability issues our region is facing. The workshop provides a step-by-step process of how to seamlessly integrate sustainability values and education into courses across disciplines.

The workshop is guided by the program objectives, course criteria, and learning outcomes of our new undergraduate sustainability certificate (which will be offered for the first time in fall 2024). Faculty who complete the Palouse Project workshop and submit a completed certificate course proposal and syllabus will also submit applications to have their courses included in the certificate program. The first Palouse Project workshop will happen in May 2024; subsequent workshops will include a second day in the workshop agenda to go over the results of the pre- and post- literacy assessments from the certificate courses to identify areas for improvement with sustainability certificate instructors.

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

Faculty participants will receive \$500 and may count the workshop in their promotion and tenure files.

Website URL where information about the incentives for developing sustainability course content is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Campus as a Living Laboratory

Score

4.00 / 4.00

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability. The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

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

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

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:

Madison Dougherty, a PhD candidate in the Environmental Science program, is working with the Office of Sustainability to develop a survey to assess the sustainability culture, literacy and commute modal split. This survey will be designed for longitudinal studies of Moscow campus faculty, staff and student responses to sustainability programs, initiatives and outreach. This survey will be used for our STARS reporting as well as informing future programming and projects that will address our campuses needs and priorities.

Several students in a Climate in Society course partnered with the Office of Sustainability to design action projects that addressed select content areas. One student project focused on interpreting data from the Cultural and Literacy surveys conducted in 2023 and analyzing the results.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:

The UI Confluence Lab, made up of faculty and graduate students, host Earth to Sky professional development workshops. Confluence Lab members organize and host professional development opportunities for educators on campus and around the state to learn about climate impacts such as wildfire and drought and consider pedagogy to address these difficult issues with students.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:

In 2021, Loyal Alawi Hussain, a senior studying landscape architecture at the University of Idaho, was a featured undergraduate researcher who aims to help the Moscow community address climate change and increase walkability locally using data collected through surveys and GIS analysis.

Loyal's research is focused on the Palouse Mall parking lot and adjacent Highway 8, just off of the northern end of campus near the Soil Stewards Farm. According to Loyal, GIS analysis of Moscow showed these locations radiated greater amounts of heat compared to other areas of town. Her research focuses on the Urban Heat Island Effect, where certain areas rise in temperature and become warmer than other areas due to human activity, which can have many effects on climate change, air and water quality and human health.

Through her design, Loyal hopes to lessen the Urban Heat Island Effect and build a safer and more climate-friendly Moscow. She also wants to instill a sense of community in residents through education and planning while addressing a global climate crisis.

<https://www.uidaho.edu/research/students/undergraduate-research/vandals-in-focus/2021/loyal-hus>

[sain](#)

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:

In Fall 2023, students in Dr. Karen Hume's Climate Mitigation course will be working with the Office of Sustainability to create a Greenhouse Gas Inventory. This inventory will be used to inform operational projects that have the potential to advance our goal towards carbon neutrality by 2030. This

partnership also has the potential to create a streamlined methodology for compiling annual Greenhouse Gas Inventories.

In 2021, as part of an introductory engineering course (ENGR 204), students were asked to work with local clients to investigate potential solutions for problems facing the community. Five students worked with the Sustainability Center to determine the viability of installing motion sensors for the lights in the Menard Law Library. The library was chosen because it is lit 24/7 to accommodate different study schedules. The students worked with partners on campus to acquire occupancy sensors and light output monitors and set them up throughout the first floor of the library. They also mapped the area and catalogue the light bulb types of each existing fixture.

Part of their project was to develop a methodology for determining the value of installing motion sensors on the lights in different rooms and buildings across campus. They were able to track occupancy patterns, measure light outputs, and identify fixtures that needed to be retrofitted for LED lighting. Using this methodology, this group was able to estimate cost savings, returns on investment and increases in energy efficiency. This procedure will allow for future student projects that will advance building efficiency.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:

In Spring 2021, two seniors in Ecology and Conservation Biology were awarded \$2,200 to install Smart energy meters in 5 fraternity and sorority houses. These meters were used to host an energy use competition between the houses that aimed to incentivize the chapter houses to reduce their energy consumption. The result of the competition was to determine the viability of installing meters into on-campus residential buildings and the potential returns on investment the meters could produce through energy cost savings.

The energy meters were able to raise a consciousnesses for energy usage on a daily basis, as well as informed the participants what actions had measurable impacts on their house's energy consumption. One of the specific results of this competition was the behavioral change associated with energy use and laundry machines. The meters showed promising results, but the pandemic affected the results enough to require further investigation.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:

Daniel Temmen and Inna Popova are working on the Soil Stewards Farm to evaluating the effectiveness of mustard seed meal extract as effective weed control for organic potato farming in the Inland Pacific Northwest.

Organic farming often relies heavily on tillage to control weeds, but this practice depresses soil health by increasing soil compaction, increasing soil erosion from wind and rain, and disrupting soil microbial communities.

Mustard seed meal has proven to be an effective herbicide with potential uses in organic farming but lacks practical application due to needing large quantities to achieve biopesticidal concentrations.

By extracting the mustard seed meal into a more concentrated form, however, the extract becomes more logistically viable as an organic herbicide.

This study will evaluate the efficacy of mustard seed meal extract in weed control within organic potato farming. Mustard seed meals have also shown to enhance soil health, so this study will also evaluate the effect of the extract on soil health as well as on the nutritional quality of the potatoes produced.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:

In the Fall 2021 semester, an undergraduate student worked with Dr. Grant Harley to map every tree on the Moscow campus. This student, Jon Asker, collected information on clade and diameter of the trunk for each tree and input the data into a geodatabase in GIS software. As the research continues into the Spring 2022 semester, the goal is to map all trees on campus as gymnosperm or angiosperm, record their size, calculate carbon stores, do a general spatial analysis, and make it such that the inventory can be re-measured in subsequent years to calculate any changes to any of the collected metrics.

Jon completed the entire campus (except arboreta), which includes 700+ trees.

Jon's work will be used to inform future Greenhouse Gas Inventories.

Several students in a Climate in Society course partnered with the Office of Sustainability to design action projects that addressed select content areas. One student project focused on assisting the Environmental Horticulturist with creating a volunteer opportunity to plant a new native pollinator garden on campus.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:

In 2021, a senior worked with several university entities to create a Sustainable Purchasing policy for the University of Idaho. Grace McGreevy, the Projects and Grants Coordinator for the Student Sustainability Cooperative, began working with staff in Contracts and Purchasing Services to complete a Sustainable Purchasing Policy that individual offices and departments across campus can access for guidance on waste minimization, reusing materials, and responsibly sourcing new supplies and furniture.

This project allowed us to gauge interest in sustainability on a departmental level, as well as served as a comprehensive resource for sustainable office supplies and best practices.

Grace completed this resource to empower and educate individual units on the impact each can have on campus sustainability and prove that sustainable alternatives can still be cost effective.

The next step for this project is to implement a similar policy at a university-wide level.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:

Several students in a Climate in Society course partnered with the Office of Sustainability to design action projects that addressed select content areas. One student project focused on using commuter data collected through a campus-wide survey to better constrain the primary modes of transportation, commute distance and commute frequency of students and employees. The student then used these findings to contribute to the Scope 3 emissions section of the next Greenhouse Gas Inventory.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:

As the university ramped up efforts to reestablish a campus-wide recycling program, we sought out various methods to limit contamination. In Fall 2022, as part of a continuing partnership between the Student Sustainability Cooperative (SSC) and an introductory engineering course (ENGR 204), students were asked to work with local clients to investigate potential solutions for problems facing the community. Four students worked with the SSC to run a comparative study to determine the effect of adding lids to recycling bins on contamination rates in the Engineering Building. Student designed AB testing between two floors of the Engineering Building, one floor with lidded bins and one floor without, and sorted through the contents after 1 week. They weighed the total waste collected and the total contaminated materials to determine a percentage of contamination by weight. The project found that the lidded bins had less contamination by weight. This study contributed to the decision to purchase lids for the campus-wide recycling program.

Several students in a Climate in Society course partnered with the Office of Sustainability to design action projects that addressed select content areas. One student project focused on creating educational content for the kitchen staff regarding proper composting practices. This training will be crucial to the success of our anticipated composting program.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:

Student Daniel Baldwin and advisor Dr. Robert Heinse are working on the Soil Stewards Farm to understand water use efficiency for small plot organic operations in the Palouse.

As local growers look to capitalize on the premium organic produce is being purchased for in local farmer's markets and food co-ops, an interest is building for establishing acre-sized vegetable farms in lieu of traditional cropland or pasture.

Due to dryland irrigation being the method for virtually all crops produced in the Palouse region, little is known about water application rates for irrigated row crops. It is the intent of this study to evaluate several soil physical properties, such as electrical conductivity and infiltration, while recording varying water application rates in comparison to crop yield. Additionally, because the footprint of the Soil Stewards Farm has seen multiple uses, this study may also provide insight on how to manage urban agricultural operations.

Find more information here:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:

In Spring 2023, graduate students of the Idaho Tree Ring Lab, Nick Koenig, Ellen Bergan, Richie Thaxton and Kate Brings, were awarded \$6,198.60 to create a free multidisciplinary field week to expose and immerse undergraduate students from historically excluded groups in tree ring science (dendrochronology) research and outdoor adventures.

A group of 16 students traveled from the Moscow campus to the McCall Outdoor Science School during the Spring Break 2023; the trip sparked generative conversations and workshops surrounding topics such as climate change, printmaking, anti-oppression, indigenous scholarship, illustration techniques, research design and execution, fieldwork practices and tree ring science.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:

In Fall 2022, Saloni Khetan, Director of Sustainability for the Associated Student University of Idaho (ASUI), was awarded \$3,550 through the SSC's Sustainable Initiative Fund for her Menstrual Cup Project, an effort to make sustainable menstrual products accessible to the campus community.

Representatives from ASUI went to different living groups on campus including Greek Chapters and the Residence Halls to distribute over 300 cups and provide education about how to use the cups and why the reusable options are more accessible, less expensive and less wasteful.

ASUI also held tabling events in the Idaho Student Union Building to give out menstrual cups to students. The remaining cups were placed on a shelf in the Vandal Food Pantry for anyone who may need them.

Website URL where information about the institution's living laboratory program is available:

<https://www.uidaho.edu/current-students/sustainability/initiatives>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Air & Climate:

<https://www.uidaho.edu/research/students/undergraduate-research/vandals-in-focus/2021/layal-husain>

Grounds: Dr. Grant Harley, Faculty, Geography and Geological Sciences
Remaining sections: Olivia Wiebe, Sustainability Manager; Office of the President

Data source(s) and notes about the submission:

Air & Climate:

<https://www.uidaho.edu/research/students/undergraduate-research/vandals-in-focus/2021/layal-husain>

Grounds: Dr. Grant Harley, Faculty, Geography and Geological Sciences
Remaining sections: Olivia Wiebe, Sustainability Manager; Office of the President

Research

Points Earned 17.38

Points Available 18.00

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

Credit	Points
Research and Scholarship	11.38 / 12.00
Support for Sustainability Research	4.00 / 4.00
Open Access to Research	2.00 / 2.00

Research and Scholarship

Score

11.38 / 12.00

Responsible Party

Sarah Dawson
University Sustainability Director
Office of the President

Criteria

Part 1. Sustainability research

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.

Part 2. Sustainability research by department

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

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name
- Departmental affiliation
- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

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

Total number of employees that conduct research:

567 (567.0)

Number of employees engaged in sustainability research:

385 (385.0)

Percentage of employees that conduct research that are engaged in sustainability research:

Total number of academic departments that include at least one employee who conducts research:

58 (58.0)

Number of academic departments that include at least one employee who conducts sustainability research:

39 (39.0)

Percentage of departments that conduct research that are engaged in sustainability research:

A copy of the inventory of the institution's sustainability research (upload):

[UI_STARS_Research_Inventory_Template_2023.xlsx](#)

Inventory of the institution's sustainability research:

Attached

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

A student worker read every faculty/research staff profile on every college and department's personnel website to determine their research interests. For faculty who engaged in sustainability research (as determined through synergy with the SDGs), she copied their interests and chose a relevant publication (from either their linked CV or through a Google scholar search). The sustainability director consulted for any questions about relevance.

Website URL where information about the institution's sustainability research is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Time frame is AY '24. Count of number of employees who conduct research and departments that conduct research supplied by Bradley Ritts, Senior Associate VP for Research and Economic Development, in 2022.

Data source(s) and notes about the submission:

Time frame is AY '24. Count of number of employees who conduct research and departments that conduct research supplied by Bradley Ritts, Senior Associate VP for Research and Economic Development, in 2022.

Support for Sustainability Research

Score

4.00 / 4.00

Responsible Party

Sarah Dawson
University Sustainability Director
Office of the President

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 sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.
 - An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.
 - Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.
-

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

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

Yes

A brief description of the student sustainability research program:

Graduate and undergraduate students are employed each semester by the Sustainability Office to collect data and analyze it to advance environmental initiatives on campus. In addition, the Sustainability Office funds one graduate assistantship for a Ph.D. student to conduct sustainability-related research. Some of this data is used concurrently for students in their academic research programs. Examples of this research includes course catalog audits for sustainability classes, faculty research audits related to sustainability, research on sustainability survey techniques, research on biodigester options for campus, etc.

In addition, the Student Sustainability Cooperative also employs and pays 4-6 undergraduate student workers to collect data, analyze it, and use it to augment sustainability programs on campus. For instance, recycling leads have helped put together surveys, track data, and analyze results for a Refill Reclaim water bottle program to determine the amount of plastic diverted from the landfill. Additionally, the campus projects lead ran focus groups to improve participation in a sustainability grant program. Her analysis and subsequent revamping of the program resulted in a tripling in the number of applicants.

Students participating in this research were majors in natural resources, English, environmental science, organizational sciences, and statistics. Other employees majored in business, communications, virtual technology, and design.

The College of Science and Natural Resources, in conjunction with researchers at Idaho State University and Boise State University, received a \$20M NSF grant that is funding 8 years of FTE Masters students and 12 years of PhD students in a project titled "Idaho Community-engaged Resilience for Energy-Water Systems." The abstract is as follows: There is a national need to proactively address the impacts of climate, population, and technological change on energy and water (E-W) systems across key watersheds in the western U.S. This "Idaho Community-engaged Resilience for Energy-Water Systems" (I-CREWS) project will use Idaho's Snake River Basin watershed to address two questions: (1) What role do trade-offs and changes in E-W systems, including storage, efficiency, conservation, local knowledge, and governance dynamics, play in determining resilience strategies for climate-driven, population, and technological change? and (2) How does incorporating diverse ways of knowing, community engagement, and advanced modeling lead to more equitable and resilient E-W futures? The State of Idaho provides an excellent testbed for the project. This is due to the features of Idaho's landscapes, which span a range of gradients (e.g., hydrologic, topographic, demographic, jurisdictional) and population densities (e.g., small rural towns and Native American communities to expanding urban areas). The results of the I-CREWS project will inform multisystemic resilience and E-W issues nationally. I-CREWS will be administered by the University of Idaho in collaboration with Boise State University, Idaho State University, the Shoshone-Bannock Tribes, and the Coeur d'Alene Tribe. The I-CREWS project will grow research capacity with partner Tribal nations through a new Tribal Nations Research Network (TNRN), which will be developed to recenter knowledge exchange between Tribes and Idaho universities, focusing on collaboration through the development of tribally-originated research.

The key research themes of I-CREWS are to: (1) characterize and evaluate E-W configurations for a continuum of resilience strategies; (2) model and represent E-W configurations and their resilience; and (3) develop alternative futures scenarios of E-W trajectories and their resilience to change. I-CREWS researchers will use socio-environmental-technological systems (SETS) typologies in their hypothesis that communities undergoing changes in their E-W systems can be characterized by SETS typologies at different scales to determine patterns of multisystemic resilience to climate-driven, demographic, and technological changes. I-CREWS researchers aim to determine whether the adoption of SETS interventions increases resilience and reduces vulnerability in E-W systems. The research will investigate the interaction of competing objectives (e.g., energy, water, resources, public use, local values) in a community-decision context. The I-CREWS project will engage partners across constituencies (scientists, land managers, policymakers, administrators, Tribal nations, and end users) in order to advance the integration of more comprehensive science with management and policy strategies for resilient stewardship and governance, thus providing locally-valued choices as well as capacity-building to achieve the project's impacts. I-CREWS will support workforce development and student training through high-context, community-engaged courses and projects that are co-created with community members to address E-W systems issues.

In addition, the College of Science received another \$2.5M NSF grant titled Where We Live: Local and Place Based Adaptation to Climate Change in Underserved Rural Communities. Over the lifetime of the award, the project will fund 8 years of PhD students at U of I. The abstract is as follows: Adaptation consists of a set of behaviors and activities that occur from individual to institutional scales. Such adaptation results in the ability to remain healthy, effective and prosperous, despite changes that occur in the biophysical environment. Adaptation is also predicated on accurate perception of change, a set of abilities embedded in human cognition. Perception has been extensively studied in the context of risk and acute climate events such as flooding and wildfire, but data show that perceiving risk does not lead to successful adaptation which is critical for everything from human health to national security. Current approaches of hazard, vulnerability and risk mapping are ineffective; they do not accelerate adaptation and data show that they may even drive maladaptive behaviors. Rural communities constitute nearly 84% of the United States (US) land area and are home to 14% of the population. These areas serve as critical sources of food, freshwater, habitat, and energy as well as supporting carbon sequestration, education, recreation, and tourism but have been effectively left out of climate dialogues. Moreover, they are models for settlements in other parts of the world. Despite the rapid progress of technologies that can facilitate adaptation to climate change, widespread actions remain elusive. The need to understand the gap between knowing and experiencing the effects of a rapidly changing earth system and the behaviors that successfully respond to them has never been greater. When perception varies significantly from real world dynamics, it refers to a large gap (or difference), which may be associated with maladaptive behavior. The project hypothesizes that the size of this gap is a key measure that determines both adaptive capacity, i.e., the potential to take actions that minimize the negative effects of climate change and adaptation. This project's research team will use participatory socio-environmental systems mapping, engaging the residents of rural communities as well as advanced computational

modeling to project futures under different scenarios of change and responses to it. This project will lead to precise understanding of the mechanisms between perceptions, cultures and adaptation which will enable both better planning by increasing the diversity of knowledge as well as lead to more successful implementation in areas and regions that are central to our Nation's sustainability, security and thriving.

Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?:

Yes

A brief description of the faculty sustainability research program:

The Confluence Lab launched in March of 2019 to incubate and implement creative interdisciplinary research projects that bring together scholars in the arts, humanities, and sciences, along with community members, to engage environmental issues in the state of Idaho. The Lab's central premise is that the tools of the humanities and arts—especially those related to storytelling, representation, emotions and communication—are important complements to scientific knowledge and can help develop holistic approaches to these issues. Beginning with a series of working lunches and a two-person office in the IRIC building, the Lab has grown to include a 113-member listserv and an active group of faculty, graduate students, postdocs, and interns housed in one of IRIC's lab spaces. In its first three years, the Confluence Lab brought in over \$700,000 of external grant funding, in addition to internal funding from UI, in support of eight projects. The two largest focus on fire in the American West and are funded by a National Science Foundation-Advancing Informal STEM Learning grant, and by the Andrew W. Mellon Foundation's "Just Futures Initiative." Both projects work with communities and educators to invite and gather personal stories of fire. The NSF-AISL project aims to enhance informal science learning with attention to narrative and emotion. The Mellon Foundation project is one in a suite of justice-oriented projects under the umbrella of the Just Futures Institute, anchored at the University of Oregon. Confluence Lab members are working with regional communities to create a Pacific Northwest Climate Justice Atlas, which aims to elevate, amplify, and learn from the experiences of underrepresented communities in the Pacific Northwest as we collaborate toward more socially and environmentally just ways of living with more wildfire.

While these signature projects focus on wildland fire in the West, other Confluence Lab projects range widely in form and content. Among these are original music and rephotography centered in the Idaho wilderness, social science research on climate change skepticism in Idaho and the region, and a digital mapping project combining scientific research and personal interviews about caribou extinction. On campus, the Lab partners with the CDIL, Contexture, and the Sustainability Center. Off campus, Lab members collaborate with Idaho public libraries and the NASA-Earth to Sky network to host conversations about climate change in local communities. All of the Lab's projects investigate conceptual and communication barriers that underlie debates about issues that are especially relevant to rural communities, such as public land use, wildland fire and fire management, and the causes and effects of climate change.

The University of Idaho awarded the Confluence Lab's co-founders an Excellence Award in Interdisciplinary and Collaborative Efforts in the spring of 2021. The Lab continues to provide researchers a vital meeting place on campus in which to share work while building bridges with colleagues and communities across the Pacific Northwest and nationally.

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

Yes

A copy of the promotion or tenure guidelines or policies:

The promotion or tenure guidelines or policies:

The University of Idaho has integrated interdisciplinary work into its annual performance evaluation and tenure and promotion processes. Faculty-Staff Handbook (FSH) 1565, the university's primary policy regarding faculty ranks and responsibilities, defines the term interdisciplinary as: "an activity that involves teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice." The policy then provides that interdisciplinary work may be considered in each of the primary faculty areas of responsibility (teaching and advising, scholarship and creative activity, outreach and engagement, and university service and leadership).

Pursuant to FSH 3050, Faculty Position Descriptions are directly tied to the areas of responsibility. Faculty participate in the drafting of position descriptions and are able to initiate revisions to reflect the work in which they are actually engaged. The annual performance evaluation process (FSH 3320) is tied to the areas of responsibility and the position description. The policy specifically provides for the participation of supervisors in interdisciplinary fields in which the faculty member is active.

Finally in the context of tenure and promotion, FSH 3520 (tenure) and 3560 (promotions) provide for the direct participation of colleagues, supervisors and peers in interdisciplinary fields in which the faculty member is active.

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

Yes

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

We provide research guides on a variety of topics that cover aspects of sustainability, including research in the environmental sciences and society/environment interface. We also explicitly maintain collection management policies to acquire or license journals, books, and other resources that cover sustainability-associated topics, with regular purchases annually. GIS software for the UI community is managed by the UI Library, including in support of students and faculty performing spatial analysis on sustainability-related topics. Librarians have taught information literacy sessions in support of sustainability research in at least 5 courses per semester, including some specifically on resources for performing life cycle assessments and studying carbon offset policies in local communities.

Website URL where information about the institution's support for sustainability research is available:

<https://www.uidaho.edu/governance/policy/policies/fsh/5>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Library: Jeremy Kenyon, Interim Head General Library

Inter-, Trans- and Multi-Disciplinary Research: Elizabeth Barker Brandt, James E. Wilson Distinguished Professor and Policy Coordinator and Faculty Secretary

Confluence Lab: Jennifer Ladino, Faculty; English Department

<https://www.uidaho.edu/president/university-working-groups/sustainability>

Data source(s) and notes about the submission:

Library: Jeremy Kenyon, Interim Head General Library

Inter-, Trans- and Multi-Disciplinary Research: Elizabeth Barker Brandt, James E. Wilson Distinguished Professor and Policy Coordinator and Faculty Secretary

Confluence Lab: Jennifer Ladino, Faculty; English Department

<https://www.uidaho.edu/president/university-working-groups/sustainability>

Open Access to Research

Score	Responsible Party
2.00 / 2.00	Ben Hunter Dean of University Libraries University of Idaho Libraries

Criteria

Institution facilitates open access publishing in at least one of the following ways. The institution:

- A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.
- B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "author's accepted manuscript") versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.
- C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.
- D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

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

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

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:

Yes

Website URL where the open access repository is available:

<https://www.lib.uidaho.edu/services/scholarly/repository.html>

A brief description of the open access repository:

The University of Idaho Library assists in the preservation, collection, and dissemination of scholarly work. Faculty, staff, and graduate students can deposit their research and scholarship - unpublished or published - directly into our Institutional Repository.

All theses and dissertations deposited from Spring 2014 onward are available in our repository.

Does the institution have a published policy that requires its employees to publish

scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:

No

A copy of the institution's open access policy:

The institution's open access policy:

Does the policy cover the entire institution? :

Does the institution provide an open access article processing charge (APC) fund for employees?:

Yes

A brief description of the open access APC fund:

<https://www.lib.uidaho.edu/services/oapf/>

Articles

Must be accepted for publication before submitting an OAPF application

Funding per article is capped at \$2000.00

Journals

Must be listed in the Directory of Open Access Journals (DOAJ)

Must utilize peer-review

Must make articles fully open upon publication

Journal Publishers

Must be members of, or comply with, the Open Access Scholarly Publishing Association (OASPA)

We use DOAJ and OASPA membership criteria to verify that publishers and journals adhere to responsible, sustainable, and non-exploitative publishing behavior.

Please note that "hybrid journals," journals that charge subscription fees to readers but offer authors the option to pay an article processing charge (APC) to publish their article open access, are ineligible for funding from the U of I - OAPF.

Open access membership fees, such as PeerJ Memberships, will be considered on a case-by-case basis if other eligibility requirements are met.

Author Criteria

Current U of I faculty, staff, researchers, and enrolled students are eligible to apply for the OAPF

Funding per author is capped at \$3000.00 per fiscal year

Authors may apply for funding multiple times until their cap is met or funds are exhausted

Applicants must be current U of I affiliates throughout the application, award, and payment/reimbursement process. Cases in which an applicant leaves or graduates from the U of I during the award or payment/reimbursement process will be referred to the Dean of Libraries for review and final decision.

Multi-Authored Works

Multi-authored works with more than one U of I author will be prorated by dividing the total requested article processing charges (APCs), up to the \$2,000.00 per article maximum, by the number of eligible U of I authors. Each eligible U of I author can receive up to the prorated portion of the APC (subject to their individual author cap); non U of I authors are not included in this calculation.

For example, if an article with an APC of \$2,000.00 had four eligible U of I authors and one non-U of I author, the APC (\$2,000.00) would be divided by the number of eligible U of I authors (4), resulting in

each U of I author receiving \$500.00 of funding towards their per fiscal year author cap and the entire APC being paid or reimbursed by the U of I - OAPF, pending funding availability.

External Funding

Priority will be given to OAPF applications without other sources of funding available.

We strongly encourage researchers to request funding for open access publications from their funding agency if they can do so. Authors with sufficient funding from grants or contracts are encouraged to use those funds to allow others to share in the benefit of open publications.

Conditions for Funded Articles

Funded authors must include the following statement in their article's acknowledgments section: "Publication of this article was funded by the University of Idaho - Open Access Publishing Fund."

Funded authors must also deposit a copy of their funded article in the U of I institutional repository (IR).

Does the institution provide open access journal hosting services through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?:

Yes

A brief description of the open access journal hosting services:

We provide basic hosting using Open Journal Systems and other software on an as-needed basis to members of the U of I community. Examples include The Journal of Rangeland Applications:

<https://thejra.nkn.uidaho.edu/index.php/jra>

and Fugue:

<https://fuguejournal.com>

Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository:

Website URL where information about the institution's support for open access is available:

<http://www.lib.uidaho.edu/services/scholarly/index.html>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Think Open Fellowship:

<http://open.lib.uidaho.edu/>

. A mini-grant fellowship program to encourage faculty to transition courses to using open educational resources.

VIVO:

<https://vivo.nkn.uidaho.edu/vivo/>

Data source(s) and notes about the submission:

Think Open Fellowship:

<http://open.lib.uidaho.edu/>

. A mini-grant fellowship program to encourage faculty to transition courses to using open educational resources.

VIVO:

<https://vivo.nkn.uidaho.edu/vivo/>

Engagement

Campus Engagement

Points Earned 18.91

Points Available 21.00

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

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees 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	2.91 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	1.00 / 1.00
Employee Educators Program	3.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development and Training	1.00 / 2.00

Student Educators Program

Score	Responsible Party
2.91 / 4.00	Olivia Wiebe Sustainability Manager Office of the President

Criteria

Part 1. Percentage of students served by a peer-to-peer, sustainability educators program

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. The institution:

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

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

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

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

Number of students enrolled for credit:

13,007 (13,007.0)

Total number of students served by a peer-to-peer sustainability outreach and education program:

13,007 (13,007.0)

Percentage of students served by a peer-to-peer sustainability outreach and education program:

Name of the student educators program (1st program):

Student Sustainability Cooperative's Sustainable Initiative Fund

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

Six student leaders (peer-to-peer educators) work collaboratively to promote the Sustainable Initiative Fund program to the University of Idaho student body (directly targeting 100% of law, graduate and undergraduate students as well as remote or distance learning students). This program is led by a student campus project coordinator.

Each year the Student Sustainability Coop awards up to \$10,000 in grants to fund student-led, campus sustainability projects. Grants are available to any UI undergraduate, graduate, or law student.

All project ideas are welcome; however, special consideration is given for projects that focus on climate change & carbon neutrality, campus food systems, campus waste reduction, and campus culture shift.

Examples of peer-to-peer outreach activities in support of the grants program include five steps:

Step 1: Development of student designed marketing materials such as webpages, electronic posters, and social media.

Step 2: The student project coordinator hosts a Grant Info Forum to educate student applicants about the grant application process.

Step 3: The student project coordinator hosts a Writing Workshop. SSC student educators review draft proposals and educate applicants on what it takes to write a compelling grant proposal, how to submit a well thought out budget, and how to secure permission from appropriate campus partners.

Step 4: A student-led advisory board selects projects and awards funding.

Step 5: And finally, the SSC student program coordinator mentors grant recipients for the life of their project, ensuring that timelines are met, and budgets are spent according to contract guidelines.

The Student Sustainability Cooperative is a student-led and funded organization designed to empower student efforts to create an active culture of sustainability at University of Idaho. The SSC is committed to creating impactful experiences and fostering connections between students and opportunities to engage in campus sustainability.

A brief description of the student educators program's target audience (1st program):

Every undergraduate, graduate and law student is encouraged to apply for a grant, where they are taught valuable skills in grant writing, project management, professional relationship building and sustainable practices by our trained student staff.

Number of trained student educators (1st program):

6 (6.0)

Number of weeks the student educators program is active annually (1st program):

41 (41.0)

Average or expected number of hours worked weekly per trained student educator (1st program):

6 (6.0)

Total number of hours worked annually by trained student educators (1st program):

1,476 (1,476.0)

Website URL where information about the student educators program is available (1st program):

<https://www.uidaho.edu/current-students/sustainability/initiatives>

Name of the student educators program (2nd program):

Sustainability Leadership Program

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

SLP was a student-led program that explored the big questions of sustainability and engaged active change makers to improve sustainability at the University of Idaho. The program was managed by the student staff at the Student Sustainability Cooperative.

For the educational portion of this program, 5 student staff members created interactive lesson plans that each focused on an important aspect of sustainability and how they impact local systems. Student staff compiled current journals, articles, videos, and other educational materials to present to the participants as well as a packet of discussion questions to complete before each meeting. The discussion questions were written and updated by the student staff each year to ensure scientific

accuracy and local relevancy. Student staff members were educated to ensure they have a solid understanding of each topic area and how they relate to their community, as well as were trained in leadership skills and how to apply them to accomplish change.

Participants met weekly for 12 weeks in the fall semester to discuss what they have learned in areas such as environmental justice, alternative transportation and food systems. A rotating schedule of student staff members led each discussion session and collect feedback on questions. Student staff engaged participants in discussion, made connections back to the educational material, developed a deeper understanding of the challenges we faced locally and helped identify potential solutions that students could participate in within their communities. Participants were also trained in how to be strong leaders and learned skills that enhanced their ability to develop action-oriented solutions.

In the spring semester participants put those ideas into action through a semester-long campus project.

This program began in 2019, and was paused in Fall 2021 due to COVID-19 precautions and lack of participants. An abridged version of this program relaunched in Spring 2022 but was discontinued again at the end of Fall 2022 as the interests in new student staff members shifted to other programs. Educator data was calculated using Spring 2022 and Fall 2022 semesters.

The website for this program has been taken down after the program was discontinued.

A brief description of the student educators program's target audience (2nd program):

The target audience for SLP were students of all majors at every level that wished to become leaders in sustainability in their lives on campus and beyond. In 2020 and 2021, the program included undergraduates and graduates from several different degree paths and remote campuses.

Number of trained student educators (2nd program):

5 (5.0)

Number of weeks the student educators program is active annually (2nd program):

41 (41.0)

Average or expected number of hours worked weekly per trained student educator (2nd program):

4 (4.0)

Total number of hours worked annually by trained student educators (2nd program):

820 (820.0)

Website URL where information about the student educators program is available (2nd program):

<https://www.uidaho.edu/current-students/sustainability>

Name of the student educators program (3rd program):

Recycling Ambassadors

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

As recycling was reinstated on campus, the Recycling Ambassadors program was created to help limit contamination and educate campus about single-stream recycling. Students, staff and faculty were invited to take a 15 minute self-led training to become an ambassador, then were given an Ambassador Toolkit that includes social media posts, e-flyers, zoom backgrounds and other online files to share with their departments, friends and living groups. They also were given "Ask Me About Recycling" buttons.

A brief description of the student educators program's target audience (3rd program):

The Recycling Ambassadors are aiming to educate any student, staff, faculty member or campus visitor that regularly uses the single-stream recycling bins on campus.

Number of trained student educators (3rd program):

17 (17.0)

Number of weeks the student educators program is active annually (3rd program):

41 (41.0)

Average or expected number of hours worked weekly per trained student educator (3rd program):

1 (1.0)

Total number of hours worked annually by trained student educators (3rd program):

697 (697.0)

Website URL where information about the student educators program is available (3rd program):

<https://www.uidaho.edu/sustainability/get-involved/recycling-ambassador>

A brief description of all other student peer-to-peer sustainability outreach and education programs:

The Student Sustainability Cooperative utilizes peer-to-peer outreach for every event that is offered. Student staff plan, market, and run events that benefit our campus community and sustainability. Over the last three years, the SSC has hosted an average of 35 student-led events per year, serving an average of 1,096 student participants per year. These events all centered around sustainability outreach and education, provided entirely or in part by the student staff member leading the event.

Event data was averaged over 2021, 2022 and 2023.

Number of trained student educators (all other programs):

6 (6.0)

Number of weeks, on average, the student educators programs are active annually (all other programs):

41 (41.0)

Average or expected number of hours worked weekly per student educator (all other programs) :

12 (12.0)

Total number of hours worked annually by trained student educators (all other programs):

2,952 (2,952.0)

Grand total number of hours worked annually by trained student sustainability educators (all programs):

Hours worked annually by trained student sustainability educators per student served by a peer-to-peer program:

Website URL where information about the student sustainability educators programs is available:

<https://www.uidaho.edu/current-students/sustainability-center/student-grants>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Olivia Wiebe, Sustainability Manager, Office of the President

Data source(s) and notes about the submission:

Olivia Wiebe, Sustainability Manager, Office of the President

Student Orientation

Score

2.00 / 2.00

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

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., environmental, social, and economic).

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

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

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

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

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

100 (100.0)

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

Sustainability is incorporated prominently into four student orientation activities. These include:

- New and transfer student orientation: Vandal Welcome: The Student Sustainability Cooperative tables at the two prominent Vandal Welcome events that introduce students, parents and guests to campus with interactive content about sustainability on campus and upcoming opportunities for students to get involved.

Website:

<https://www.uidaho.edu/events/vandal-welcome>

- Volunteer opportunities: Freshmen participate in SYNC (Serving Your New Community), a morning filled with community service in and around Moscow. Students opt-in to volunteer for their first service project in conjunction with the ASUI Center for Volunteerism, Orientation Programming and

the Student Sustainability Cooperative. Among many other community service opportunities, volunteers can participate in tree planting, watershed restoration, park care, pollinator garden maintenance, energy and water conservation efforts and much more. All participants engage in applied education about sustainability challenges and efforts on our campus and our community. Website:

<https://www.uidaho.edu/current-students/student-involvement/volunteer/service/sync>

- Introduction to sustainability-focused clubs and organizations: The Student Sustainability Cooperative and student groups like the Conservation and Environment Club, Palouse Environmental Sustainability Coalition, The Society for Conservation Biology, and the Vandal Clean Energy Club participate in Palousafest. It's a "welcome!" to new students and a "welcome back!" to those returning to campus. It provides students the perfect opportunity to learn more about involvement opportunities at the University of Idaho and on the Palouse. The Student Sustainability Cooperative also provides two student educators to teach the attendees about proper recycling techniques and the importance of responsible waste management. Website:

<https://www.uidaho.edu/current-students/student-involvement/events/palousafest>

- Introduction to campus sustainability for Graduate students: In 2021, informational materials provided by the Student Sustainability Cooperative was included prominently in the online Graduate Orientation required for all incoming graduate students.

The Student Sustainability Cooperative also presented information on campus sustainability, volunteer events, Sustainable Initiative Fund, and other sustainability-related opportunities for graduate students to get involved at the day-long Graduate Assistant Institute required for all graduate RAs and TAs.

Website:

<https://www.uidaho.edu/cogs/resources/student-resources/newly-admitted/orientation>

<https://www.uidaho.edu/cogs/resources/student-resources/tara-resources>

In 2022, the Sustainability Coordinator for the Student Sustainability Cooperative met with the Student Orientation Leaders to provide information about sustainability on campus to incorporate sustainability features and best practices into the prospective student and family tours.

Website URL where information about sustainability in student orientation is available:

<https://www.uidaho.edu/events/vandal-welcome>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Olivia Wiebe, Sustainability Manager; Office of the President

Data source(s) and notes about the submission:

Olivia Wiebe, Sustainability Manager; Office of the President

Student Life

Score

2.00 / 2.00

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

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
- Student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g., cafés through which students gain sustainable business skills)
- 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 focused on sustainability
- Cultural arts events, installations or performances focused on sustainability
- Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles
- Sustainability-focused themes chosen for themed semesters, years, or first-year experiences (e.g., choosing a sustainability-focused 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

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 an active student group focused on sustainability?:

Yes

Name and a brief description of the active student groups focused on sustainability:

There are six student groups focused on sustainability, most notable is the Student Sustainability Cooperative.

1. In 2006, the Student Sustainability Cooperative, formerly the Sustainability Center, was established as the first student-led Sustainability Center west of the Mississippi, as part of campus-wide student movement with support from staff, community, faculty, all three student governments including the Associated Students University of Idaho (ASUI), Graduate Professional Student Association (GPSA), and the Student Bar Association (SBA), residence hall presidents, and many clubs. This effort culminated in the passing of a \$5 per semester student fee that continues to support SSC activities. One professional staff advises six student coordinators who are responsible for hosting 30-50 culture change activities annually.

In addition, student staff recruit volunteers, support recycling efforts, develop electronic marketing, award up to \$10,000 in student-led grant projects, and create new partnerships on campus and the community.

Our Mission—The Student Sustainability Cooperative is a student-led and funded organization designed to empower student efforts to create an active culture of sustainability at University of Idaho. The SSC is committed to creating impactful experiences and fostering connections between students and opportunities to engage in campus sustainability.

<https://www.uidaho.edu/current-students/sustainability>

2. THE ASSOCIATED STUDENTS OF THE UNIVERSITY OF IDAHO (ASUI)

The representative body of all undergraduate students, ASUI is comprised of three branches; executive, legislative and judicial. The executive branch includes a Director of Sustainability position. This position serves as a liaison between ASUI and the UI Sustainability Center and is responsible for coordinating Fall/Spring sustainability events, and encouraging sustainable practices at the University of Idaho. In addition, the ASUI president often collaborates with the Student Sustainability Cooperative on conservation initiatives.

<http://www.uidaho.edu/studentaffairs/departments-of-student-involvement/asui>

3. Conservation and Environment Club

The C&E club are students at the University of Idaho interested in conservation and the environment that provide opportunities for UI students and the community to learn about the relationship between humans and our environment while providing a place to connect, have fun, and be outside through volunteering, outreach, networking, and other events.

<https://uidaho.campuslabs.com/engage/organization/conservation-and-environment-club>

4. SOIL STEWARDS

Soil Stewards is a student organization focused on local, organic and sustainable farming - for students and the surrounding community. The Soil Stewards were founded in 2003 and for 10 years the members have operated their own farm at the University of Idaho research farms a mile from main campus. They grow starts to sell at the Farmer's Market and produce which is sold to the Moscow Food Co-op, and on-farm sales. Members gain valuable experience in farming, project development and organization.

<https://uidaho.campuslabs.com/engage/organization/soilstewards>

5. Society for Conservation Biology, U.I. Chapter:

The main goal of this organization is to help enhance the experience of students who are interested in conservation biology at the University of Idaho. Geared towards students interested in conservation, ecology, or environmental sciences and enjoy being outdoors, volunteering, or getting involved in the scientific community, this organization is affiliated with the international SCB community, and offers opportunities to connect with conservation leaders around the world as well as right here on the Palouse.

<https://uidaho.campuslabs.com/engage/organization/society-for-conservation-biology-u-i-chapter>

6. Vandal Clean Energy Club

The VCEC is dedicated to educating, promoting, and implementing clean energy and sustainable practices in and around the University of Idaho. VCEC has members from nearly every department on campus. This diversity allows VCEC to utilize and strengthen a vast array of skills and viewpoints. Club activities include hands-on engineering projects, grant writing, business modeling, fundraising, multimedia design, and many others.

<https://www.uidaho.edu/engr/services/student-services/clubs-and-organizations/vcec>

Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project where students are able to gain experience in organic agriculture and sustainable food systems?:

Yes

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

Soil Stewards Farm, founded in 2003, provides an opportunity for students to learn and practice the principles of sustainable, small-acreage market garden production. Our student farmers gain important hands-on experience and leadership skills through the operation of the farm. Students who work at the farm learn to apply scientific knowledge to management and receive the hands-on training to sustain the Soil Stewards Farm.

Soil Stewards goals are to promote the preservation of natural resources and sustainability through community outreach, research, and experiential learning. It's a diverse group joined by a desire to effect change and grow healthy, organic food right here on campus. Members include students, faculty, and community members alike. Students range from undergraduate and graduate members, art majors, soil science majors, agriculture majors and environmental science majors.

<https://www.uidaho.edu/cals/soil-stewards-farm>

Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?:

Yes

A brief description of the student-run enterprises:

The Grand Challenge Scholars Program (GCSP) is one of the only programs of its kind in Idaho and the Pacific Northwest. The program prepares students to solve the 14 Grand Challenges of Engineering in the 21st century, as established by the National Academy of Engineering (NAE). Here are 5 out of 14

of the program focuses under the umbrella of sustainability.

Sustainability

- Make solar energy economical
- Provide energy from fusion
- Develop carbon sequestration methods
- Manage the nitrogen cycle
- Provide access to clean water

Website:<https://www.uidaho.edu/engr/programs/grand-challenges>

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

No

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

There is a proposed revolving fund that has not yet been implemented. More information can be found here:

<https://www.uidaho.edu/governance/policy/policies/apm/40/12>

Has the institution hosted a conference, speaker series, symposium, or similar event focused on sustainability during the previous three years that had students as the intended audience?:

Yes

A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability:

The Student Sustainability hosts various speaker series and symposia.

In 2021, the SSC partnered with the Confluence Lab to host Jason Davis, creator of the Climate Stories project. Students, staff and faculty joined Jason over zoom to participate in Jason's immersive workshop.

Climate Stories Project (CSP) is an educational and artistic forum for sharing stories about personal and community responses to climate change. CSP focuses on personal oral histories, which bring an immediacy to the sometimes abstract nature of climate change communication. Some of us may recount dramatic events such as floods and wildfires, or we may address our observations of changes in seasonal patterns and our fears for the future of our families and communities. We may discuss how climate change is forcing our communities to adapt to extreme weather and sea level rise. Or we may speak about how we are getting involved in movements to build more resilient futures and to fight the fossil fuel industry through community organizing or nonviolent protest. There is no "right" way to talk about climate change as it is a vast topic that is increasingly touching every corner of our lives.

Find more about the Climate Stories Project here:

<https://www.climatestoriesproject.org/about.html>

In 2023, the Student Sustainability Cooperative partnered with local conservation organization, Palouse-Clearwater Environmental Institute, to host a Sustainability Series. Each event had speakers and hands-on activities, as well as handouts and items for participants to take home and use. Topics included xeriscaping, clothing mending/textile waste, and pollinator conservation. The series cumulated in the Salmon Restoration Panel, where experts from all sides of the issue came together to talk about dam removal, salmon health, and general ecosystem restoration in a community forum.

Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?:

Yes

A brief description of the cultural arts events, installations, or performances focused on sustainability:

In Fall 2021, the Student Sustainability Cooperative hosted an art exhibit in the Idaho Student Union Building in the Reflections Gallery. The art exhibit featured student and staff art that related to sustainability and eco-consciousness. The exhibit was displayed for two weeks.

Submissions included hand-woven textiles from local angora, repurposed plastic sculpture, repurposed broken ceramic mosaics, paintings with hand-made natural paints and several conservation-themed submissions.

Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?:

Yes

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

The University of Idaho Outdoor Program is a non-profit service organization providing the university community with education and resources for wilderness-based, human-powered, and environmentally sound activities. We promote teamwork, leadership, and growth through outdoor adventure experiences. The UI Outdoor Program runs over 60 field-based trips per year, totaling over 6000 contact hours with participants. Trips are run in four western states and include a wide variety of activities for individuals with varying experience levels. All UI Outdoor Program trips incorporate Leave No Trace education and principles.

Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?:

Yes

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

University of Idaho has chosen "The Nature Fix: Why Nature Makes Us Happier, Healthier and More Creative" by Florence Williams, a contributing editor at Outside magazine, as its Common Read for 2023-24.

The Common Read committee, composed of students, faculty and community members, felt this selection was a perfect choice to accentuate the scholastic strengths of the institution, surrounding beauty of the Palouse, and a need for balance and health in the post-pandemic world.

From forest trails in Korea to groves of eucalyptus in California, Williams investigates the science behind the environment, mood, health and creativity. Delving into new research, she uncovers the natural world's powers to improve health, strengthen relationships and promote reflection and

innovation. As modern lives shift indoors, these ideas — and the answers they yield — are more urgent than ever, Williams said.

Now in its 16th year, the Common Read is designed to engage the university and Moscow community in a unified intellectual activity. First-year students will be assigned to read the book as part of their studies courses and first-year writing composition sequence, all part of the General Education program.

Does the institution have a program through which students can learn sustainable life skills?:

Yes

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

In 2022 and 2023, the Student Sustainability Cooperative revamped a partnership with Vandal Health education to host a series of free cooking classes for students.

These classes featured healthy recipes that were able to be executed in a shared kitchen space. The classes featured trivia questions about food sources, discussion based questions about sustainable food substitutes, and questions designed to get participants to think about how health and sustainability relate to one another and how to incorporate both into purchasing decisions at the local grocery stores while maintaining a tight budget.

A selection of course topics included "Pickling the Palouse", where students learned how to extend the shelf life of fresh vegetables, "Scrappy Cooking", where students learned new recipes that utilize common food scraps, and "Zero Waste Snacks", where students learn how to use whole foods to create healthy snacks.

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

Yes

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

Student Leadership employment opportunities are offered at the Student Sustainability Cooperative (SSC). SSC employs six student staff positions responsible for coordinating events, volunteers, recycling, marketing, grant projects, website, and social marketing. Students receive training, support, and mentorship from the Sustainability Coordinator.

The SSC does not have a webpage describing student employment opportunities. Each spring we announce employment opportunities through an all-student email, social media, and the student employment portal, Handshake.

Student staff profiles and contact information are posted on the Department of Student Involvement website:

<https://www.uidaho.edu/current-students/student-involvement/about-us/student-staff>

The Office of the President also employs two part-time student positions within the Office of Sustainability. These positions work to develop literacy surveys and cultural surveys, write grants, conduct course and research audits, and assist in creating Greenhouse Gas inventories.

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

Yes

A brief description of the graduation pledge(s):

The Vandal Sustainability Pledge is available for all Vandals to motivate themselves to create lasting, positive change. Students, staff and faculty are invited to take the Vandal Sustainability Pledge and help our campuses reduce emissions, conserve energy and water, promote healthy food systems and manage our waste responsibly.

Find the pledge here:

<https://www.uidaho.edu/sustainability/get-involved/pledge>

Additionally, the Graduation Pledge of Social & Environmental Responsibility states:

“I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work.”

<http://www.graduationpledge.org/>

A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:

The Confluence Lab:

The Confluence Lab is a unit within the English Department that incubates and implements creative interdisciplinary research projects that bring together scholars in the humanities, social sciences, and sciences, and community members, to engage environmental issues in the state of Idaho. The primary goal is to facilitate idea exchange, and the central premise is that the tools of the humanities—especially those related to storytelling, representation, emotions and communication—can help develop holistic approaches to these issues from the ground up. The projects investigate conceptual and communication barriers that underlie debates about controversial issues especially relevant to rural communities, such as public land use, natural resource management, wildfires, drought, energy infrastructure and the causes and effects of climate change.

<https://www.uidaho.edu/class/english/confluence>

Additional documentation to support the submission:

[SustainabilitySeries_Posters.pdf](#)

Data source(s) and notes about the submission:

Student groups, garden/farm, enterprise, finance and investments, events, cultural arts, theme, life skills, employment, graduation pledge and other: Olivia Wiebe, Sustainability Manager, Office of the President

Wilderness program: Trevor Fulton, Executive Director of Recreation and Wellbeing

Events like the Climate Stories Project and Sustainability Series did not have active URLs, only marketing and event photos.

Data source(s) and notes about the submission:

Student groups, garden/farm, enterprise, finance and investments, events, cultural arts, theme, life skills, employment, graduation pledge and other: Olivia Wiebe, Sustainability Manager, Office of the President

Wilderness program: Trevor Fulton, Executive Director of Recreation and Wellbeing

Events like the Climate Stories Project and Sustainability Series did not have active URLs, only marketing and event photos.

Outreach Materials and Publications

Score

2.00 / 2.00

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

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

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

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:

Yes

Website URL for the central sustainability website:

<https://www.uidaho.edu/sustainability>

Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?:

Yes

A brief description of the sustainability newsletter or social media platform:

The Student Sustainability Cooperative distributes a weekly emailed newsletter to the student body and selected faculty, staff, and community partners.

<https://www.uidaho.edu/current-students/sustainability/newsletter>

The SSC also has an active instagram account that highlights events, initiatives and educational campaigns.

<https://i.instagram.com/uisustainability/>

Does the institution have signage that highlights sustainability features on campus?:

Yes

A brief description of the signage that highlights sustainability features on campus:

The Integrated Research and Innovation Center and the College of Education, the university's first LEED GOLD buildings both feature LEED plaques and signage highlighting green building features.

Does the institution provide a sustainability walking map or tour?:

Yes

A brief description of the sustainability walking map or tour:

The UI Sustainability Walking Tour is designed to highlight sustainable features and accomplishments on the Moscow campus. The tour includes 11 stops and 3 off-the-map locations that encompass energy, biodiversity, water, transportation, built environment and engagement. The tour is attached to this credit.

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

Yes

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

The Student Sustainability Cooperative created a Green Living Guide designed to apply to students living in dorms, on-campus apartments, chapter houses and other living situations where the students have limited influence over the structure and operation of the building. The guide focuses on individual behaviors and practices to help empower the students to make a difference in areas like water and energy conservation, chemical use, waste, second-hand furnishings and others.

Find the Green Living Guide here:

<https://www.uidaho.edu/current-students/sustainability/campus/living>

A brief description of other comprehensive sustainability outreach materials and publications not covered above:

CALS Publishing works with UI Extension and the Idaho Agricultural Experiment Station to publish educational, research-based information for specialized audiences and the public. We publish digitally and in print, including e-books, videos, and multimedia curricula.

Topics include forestry, water, food, small acreage farming and much more.

Additional documentation to support the submission:

[Walking_Tour_2023.pdf](#)

Data source(s) and notes about the submission:

CALS Publications:

<https://www.uidaho.edu/extension/publications>

Olivia Wiebe, Sustainability Manager, Office of the President

Data source(s) and notes about the submission:

CALS Publications:

<https://www.uidaho.edu/extension/publications>

Olivia Wiebe, Sustainability Manager, Office of the President

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	Olivia Wiebe Sustainability Manager Office of the President

Criteria

Part 1. Student outreach campaign

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

Part 2. Employee outreach campaign

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

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

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

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

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

Yes

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

Yes

Name of the campaign:

Vandals Recycle

A brief description of the campaign:

In preparation for the return of recycling on campus, the Student Sustainability Cooperative partnered with the Office of Sustainability, Facilities, and University Communications and Marketing to design and implement an educational campaign to help introduce single-stream recycling methods and the importance of keeping contamination down. The Vandals Recycle campaign is designed to continue throughout the duration of the recycling program to offer continuing education to our rotating campus population. This campaign was aimed at faculty, staff and students.

The Vandals Recycling campaign has several different features and programs:

- 1.) Several digital and print assets that have been distributed throughout campus communication lines including recycled flyers, social media posts, flatscreen ads, bin labels, and educational posters for above recycling bins.
- 2.) Recycling Presentations: Offered in-person or on zoom, sustainability staff provided PowerPoint presentations with information about the new recycling program and best practices to any class, department, unit or other university entity upon request.
- 3.) Recycling Ambassadors: An ambassador program with a quick 15-minute training that allows students, staff and faculty to learn how to help communicate with our campus community about recycling and contamination mitigation.

4.) SSC Recycling Fair: The SSC hosted a Recycling Fair in the Idaho Student Union Building with tables with information about recycling, reusing, repairing, composting, reducing consumption and rethinking how we throw things away. Students were invited to participate in various activities, including eco-bricks, clothing mending kits, Recycling Ambassador training and a recycling sorting game where they could enter to win a countertop composting bin.

<https://www.uidaho.edu/sustainability/waste/recycle>

<https://www.uidaho.edu/sustainability/get-involved/recycling-ambassador>

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

As a result of this campaign, 53 presentations were given to departments, units, and classes, 71 Recycling Ambassadors have joined the effort, and the bins around campus have been properly labeled and placed.

The previous recycling program had very little outreach or education and at the time of cancellation had between 80-90% contamination.

As of the time of reporting, the preliminary contamination rates after only 3 months has already dropped to between 30-50%. We hope that as new students are introduced to the Vandals Recycle campaign and current students continue to engage that we will see our contamination continue to fall and our diversion rates increase.

Name of the campaign (2nd campaign):

Earth Month

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

In April 2023, the Student Sustainability Cooperative hosted Earth Month in celebration of Earth Day. Earth Month featured four themed weeks and a total of eight engagement events. Each week had two events and themed instagram stories with information about the sustainable topic and potential behavior changes and solutions that would help address each issue.

Week 1 focused on Waste, and the SSC hosted a Recycling Fair and a Clothing Swap with the Apparel, Textile and Design Club. Students learned about reducing waste, rethinking purchases, repairing clothing, recycling properly and composting food scraps. Students also were taught about textile waste and fast fashion and given an opportunity to swap old clothes for new-to-them second-hand items.

Week 2 focused on Food and included a tour of the Vandal Food Pantry, a tabling event where the SSC handed out their new "Scrappy Cookbook", and a Get Dirty event where students could volunteer to help at the Soils Steward's organic farm. Students learned about food insecurity and donating usable items, how to cook with food scraps, and the work that goes into sustainable farming practices.

Week 3 focused on Alternative Transportation with a Bike-to-Work-Week and Earth Jam, the SSC's celebration of Earth Day. Students, staff and faculty submitted photos of their alternative transportation commute and one submission won a Vandal bike helmet, bike light, Tri-State giftcard, a reclaimed water bottle and a selection of compostable stickers.

Week 4 focused on biodiversity with a City Nature Challenge and Plant the Palouse. The SSC partnered with the City of Moscow Environmental Services department to promote a City Nature Challenge, where residents practice citizen science through the iNaturalist app. Plant the Palouse was

a celebration of Arbor Day where the SSC partnered with Housing and Residence and the Palouse-Clearwater Environmental Institute to plant 800 native trees across the Palouse.

This campaign was catered to a student audience, but faculty and staff were welcome to participate.

Find more about Earth Month here:

<https://www.uidaho.edu/current-students/sustainability>

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

Over the course of April, the 8 engagement events had a total of 496 participants, 70 volunteers, 332 volunteer hours and 800 native trees planted.

Volunteer reflection sheets were filled out for Get Dirty and Plant the Palouse. A selection of questions and responses are included below:

What did you learn while volunteering with us?

"Our Palouse Prairie is one of the most endangered ecosystems and planting native plants can help."

"I learned the different types of native trees that do well near the water and how to protect them using blue tubes."

"I learned the roots can prevent erosion and that helps the streams."

"I learned it is very rewarding to help the environment."

"We learned a lot about native and non-native plants, composting, plant health, fungi, etc. This volunteering event was one I've learned the most from and I really liked that. The end reflection was really nice."

After today, do you feel like you can have a positive impact on our environment through volunteering?

100% of respondents indicated "Yes"

A brief description of other sustainability-related outreach campaigns:

Additional documentation to support the submission:

[EarthMonth_Email.png](#)

Data source(s) and notes about the submission:

Olivia Wiebe, Sustainability Manager, Office of the President

Data source(s) and notes about the submission:

Olivia Wiebe, Sustainability Manager, Office of the President

Assessing Sustainability Culture

Score

1.00 / 1.00

Responsible Party

Madison Dougherty

Sustainability Graduate Research Assistant
College of Natural Resources

Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on sustainability values, behaviors, and/or beliefs.

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

Does the institution conduct an assessment of sustainability culture?:

Yes

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

The entire campus community (students and employees) directly or by representative sample

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

Longitudinally to measure change over time

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

The 2023 University of Idaho (UI) Sustainability Culture Survey was developed by doctoral candidate Madison Dougherty, Sustainability Director Dr. Sarah Dawson, and Sustainability Manager Olivia Wiebe. The primary measure to assess sustainability culture is the Revised Environmental Identity Scale (EID-R) by Clayton et al., 2021, which measures environmental behavior, concern, and connectedness. We are using the 14-question EID-R to gain a better understanding of the environmental identity of our student population. To avoid cognitive overload, we are using a 5-point scale format instead of the original 7-point scale of the EID-R. In addition to the EID-R to measure the sustainability culture of our campus, we also have questions that address environmental education, commuter behaviors, and general sustainable behaviors in relation to energy, water, waste, food, and engagement. The questionnaire was reviewed and approved for distribution by the Director of Institutional Research within the Office of the Provost & Executive Vice President.

The UI Sustainability Culture Survey will be sent to all students, undergraduate and graduate, and all UI employees, faculty and staff, annually each fall semester. The fall semester of 2023 was the first time this updated version of our sustainability culture survey was sent out. We intend to longitudinally measure changes in sustainability culture with annual data collection.

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

[2023_Cultural_Assessment.pdf](#)

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

Sample of Cultural Assessment Questions (Employees and Students)

How sustainable do you think you are?

- I have a lot of room for improvement
- I do some things when I can, but don't make a full effort
- I am sustainable when it is convenient
- I make a point to act sustainably in many aspects of my -life
- I am doing all that I can to be sustainable

Please rank these barriers to you participating in sustainability efforts at the University of Idaho. If you do not perceive any barrier, move "I do not perceive any barriers to acting sustainably" to the top of your rankings.

- I do not have enough time
- I do not know what to do
- I do not feel sustainability is encouraged by UI
- I do not feel my behavior will make a difference
- Sustainability is not a high priority for me
- I do not perceive any barriers to acting sustainably

Please indicate whether you would engage in the following activities.

- I would educate myself about environmental issues.
- I would take classes on environmental issues.
- I would sign a petition about an environmental issue.
- I would talk to others about environmental issues.
- I would contact a politician or government official about environmental issues.
- I would engage with an environmental organization (group or club).
- I would make efforts to minimize how much energy I use at my residence, such as turning off lights when I leave the room, unplugging appliances when not in use, or use fans or open windows instead of air conditioning.
- I would buy environmentally friendly products.
- I would make efforts to conserve how much water I use at my residence, such as only washing full loads of laundry or dishes or taking shorter showers.
- I would take alternative transportation when possible, such as biking, walking or public transit.
- I would compost my food waste.
- I would eat locally grown or organic food.
- I would minimize my consumption of meat, dairy, and other animal products to reduce greenhouse gas emissions and air and water pollution.

- I would use a reusable bottle, cup, or mug.
- I would make efforts to minimize the amount of waste I generate, such as buying package-free produce at the grocery store.
- I would recycle my recyclable waste.

Please indicate the extent to which each of the following statements describes you.

- I like to spend time outdoors in natural settings (such as woods, mountains, rivers, fields, local parks, lake or beach, or a leafy yard or garden)
- I think of myself as a part of nature, not separate from it.
- If I had enough resources such as time or money, I would spend some of them to protect the natural environment.
- When I am upset or stressed, I can feel better by spending some time outdoors surrounded by nature.
- I feel that I have a lot in common with wild animals.
- Behaving responsibly toward nature -- living a sustainable lifestyle -- is important to who I am.
- Learning about the natural world should be part of everyone's upbringing.
- If I could choose, I would prefer to live where I can have a view of the natural environment, such as trees or fields.
- An important part of my life would be missing if I was not able to get outside and enjoy nature from time to time.
- I think elements of the natural world are more beautiful than any work of art.
- I feel refreshed when I spend time in nature.
- I consider myself a steward of our natural resources.
- I feel comfortable out in nature.
- I enjoy encountering elements of nature, like trees or grass, even when I am in a city setting.

How often do you use the follow transportation modes?

- Single-occupancy vehicle (only you driving a private vehicle)
- Zero-emissions vehicle
- Walk, cycle, or other non-motorized mode
- Van or carpool (multiple people sharing a private vehicle)
- Public transport or campus shuttle (SMART Transit)
- Motorized scooter/bike or moped (includes e-bike)

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

We distributed the survey to the entire UI community by email. An invitation was sent out by University Communications and Marketing in September 2023 to all students, and a separate email was sent to employees. Respondents were incentivized by getting the opportunity to enter themselves into a raffle for a \$50 gift card. The response rate was 5.3% for students (N=484) and 15.4% for employees (N=356). Total response rate for the survey was 7.3% (N=840).

A brief summary of results from the cultural assessment:

Cultural Assessment Key Findings:

78% of employees and 70% of students agree that sustainability is important to them.

51% of employees and 34% of students make a point to act sustainably or are doing all they can to be sustainable.

79% of employees and 76% of students agreed that they would educate themselves about environmental issues.

The average score for environmental identity for employees was 61.25 out of 70. The average score for environmental identity for students was 58.38 out of 70. These results suggest our campus population has a strong connection to the environment and show concern for its health and

protection. The average scores for sustainability behaviors and sustainability values were similarly high:

employee behavior average score: 39.98/48

employee values average score: 12.02/15

student behavior average score: 38.75/48

student values average score: 11.58/15

Website URL where information about the assessment of sustainability culture is available:

Additional documentation to support the submission:

[2023_Cultural_Assessment.pdf](#)

Data source(s) and notes about the submission:

Survey Creation: Madison Dougherty, doctoral candidate, Environmental Science Department; Dr. Sarah Dawson, Sustainability Director; Olivia Wiebe, Sustainability Manager

Survey Source: Clayton, S., Czellar, S., Nartova-Bochaver, S., Skibins, J. C., Salazar, G., Tseng, Y. C., et al. (2021). Cross-cultural validation of a revised environmental identity scale. *Sustainability*, 13(4), 2387.

<https://doi.org/10.3390/su13042387>

Survey Distribution: Sarah Dawson, Sustainability Director, and Jodi Walker, Director of Communications

Data source(s) and notes about the submission:

Survey Creation: Madison Dougherty, doctoral candidate, Environmental Science Department; Dr. Sarah Dawson, Sustainability Director; Olivia Wiebe, Sustainability Manager

Survey Source: Clayton, S., Czellar, S., Nartova-Bochaver, S., Skibins, J. C., Salazar, G., Tseng, Y. C., et al. (2021). Cross-cultural validation of a revised environmental identity scale. *Sustainability*, 13(4), 2387.

<https://doi.org/10.3390/su13042387>

Survey Distribution: Sarah Dawson, Sustainability Director, and Jodi Walker, Director of Communications

Employee Educators Program

Score	Responsible Party
3.00 / 3.00	Olivia Wiebe Sustainability Manager Office of the President

Criteria

Part 1. Percentage of employees served by a peer-to-peer educators program

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

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

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

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

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

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

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

Total number of employees:

2,447 (2,447.0)

Total number of employees served by a peer-to-peer sustainability outreach and education program:

2,447 (2,447.0)

Percentage of employees served by a peer-to-peer sustainability outreach and education program:

Name of the employee educators program (1st program):

Sustainable Solutions at UI Professional Development

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

All members of the campus community, including students, staff and faculty, are invited to participate in either in-person training sessions or online training sessions. In-person training is offered by the Office of Sustainability twice a year with university sustainability professionals. Online training can be completed at any time and is available through our website. Both methods require a post-training survey that summarizes content from the training through multiple choice questions and

open response questions. The survey also has a feedback section to continuously improve methods and content.

The purpose of this training is to educate campus about sustainability challenges and initiatives while encouraging engagement and peer-to-peer outreach. The training has sections including academics, energy, water, waste, transportation, food, biodiversity and landscaping, built environment, engagement, access and integrity and how to get involved. Each section has information about why the topic is important, the features on campus involving to the topic, and how each member of the campus community can help improve behaviors and performance related to the topic.

The professional development is designed to be adaptable as new challenges and successes arise.

This program is new to the university, and was launched in August of 2023.

Find it here:

<https://www.uidaho.edu/sustainability/development>

A brief description of the employee educators program's target audience (1st program):

The target audience for this program includes all students, staff and faculty on the Moscow campus. Employees are valued participants due to their likelihood to interact with campus for longer, consistent spans of time and their diverse areas of interest and expertise.

Remote campus participants are welcome to take the training, though the content is directly related to the Moscow campus. Remote campuses are provided the opportunity to work with the Office of Sustainability to develop campus-specific content.

Number of trained employee educators (1st program):

3 (3.0)

Number of weeks the employee educators program is active annually (1st program):

41 (41.0)

Average or expected number of hours worked weekly per trained employee educator (1st program):

1 (1.0)

Total number of hours worked annually by trained employee educators (1st program):

123 (123.0)

Website URL where information about the employee educators program is available (1st program) :

<https://www.uidaho.edu/sustainability/development>

Name of the employee educators program (2nd program):

Recycling Ambassadors Training

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

With the launch of our new single-stream recycling program, we created a Recycling Ambassador program that allows students, staff and faculty to be trained educators to keep contamination levels low. The Recycling Ambassador program requires each participant to review recycling guidelines and literature provided by the Office of Sustainability and pass an online quiz that serves as a comprehension check.

The training includes specific information about what materials are accepted, what single-stream entails, what happens to contaminated recycling, and long-term consequences of poor recycling methods.

This training is designed educate ambassadors that will practice peer-to-peer outreach and active participation in proper recycling techniques.

A brief description of the employee educators program's target audience (2nd program):

The target audience for this program is students, staff and faculty. Employees tend to have more influence over university spaces and interact consistently with diverse groups, so their participation is key to the success of the initiative.

Number of trained employee educators (2nd program):

56 (56.0)

Number of weeks the employee educators program is active annually (2nd program):

41 (41.0)

Average or expected number of hours worked weekly per trained employee educator (2nd program):

1 (1.0)

Total number of hours worked annually by trained employee educators (2nd program):

2,214 (2,214.0)

Website URL where information about the employee educators program is available (2nd program):

<https://www.uidaho.edu/sustainability/get-involved/recycling-ambassador>

A brief description of all other employee peer-to-peer sustainability outreach and education programs:

The EcoVandals program is a general sustainability ambassador program designed for students, staff and faculty. Each EcoVandal is required to take the Sustainable Solutions at UI training, the Recycling Ambassador training, and take the Vandal Sustainability Pledge.

The EcoVandals are provided a packet and educational materials including social media assets, flatscreen images, and ambassador certificates that can be shared with living groups, classes, offices, and departments to spread the word about sustainable features and opportunities on campus.

The EcoVandal program was redesigned to include staff and faculty and launched in August of 2023.

Number of trained employee educators (all other programs):

3 (3.0)

Number of weeks, on average, the employee educators programs are active annually (all other programs):

41 (41.0)

Average or expected number of hours worked weekly per trained employee educator (all other programs):

2 (2.0)

Total number of hours worked annually by trained employee educators (all other programs):

246 (246.0)

Grand total number of hours worked annually by trained employee educators (all programs):

Hours worked annually by trained employee sustainability educators per employee served by a peer-to-peer program:

Website URL where information about the employee sustainability educators programs is available:

<https://www.uidaho.edu/sustainability/get-involved/ecovandals>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Olivia Wiebe; Sustainability Manager, Office of the President

Data source(s) and notes about the submission:

Olivia Wiebe; Sustainability Manager, Office of the President

Employee Orientation

Score

1.00 / 1.00

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

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

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

Percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:

100 (100.0)

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

The University of Idaho does not have a formal New Employee Orientation. As of October 2023, the Office of Sustainability runs a query through HR software to gather email addresses for all new employees on a monthly basis. The new employees are sent a welcome email with links to our website and a brief introduction to some of our relevant programming. They are also invited to engage with the Office of Sustainability.

Website URL where information about sustainability in employee orientation is available:

Additional documentation to support the submission:

[Employee_orientation_email.pdf](#)

Data source(s) and notes about the submission:

Olivia Wiebe; Sustainability Manager, Office of the President

Data source(s) and notes about the submission:

Olivia Wiebe; Sustainability Manager, Office of the President

Staff Professional Development and Training

Score	Responsible Party
1.00 / 2.00	Olivia Wiebe Sustainability Manager Office of the President

Criteria

Part 1. Availability of professional development and training in sustainability

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

Part 2. Participation in professional development and training in sustainability

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

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

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

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

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

This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

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

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

Yes

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

No

Estimated percentage of regular, non-academic staff that participates annually in sustainability professional development and training:

0

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

All members of the campus community, including students, staff and faculty, are invited to participate in either in-person training sessions or online training sessions. In-person training is offered by the Office of Sustainability twice a year with university sustainability professionals. Online training can be completed at any time and is available through our website. Both methods require a post-training survey that summarizes content from the training through multiple choice questions and open response questions. The survey also has a feedback section to continuously improve methods and content.

The purpose of this training is to educate campus about sustainability challenges and initiatives while encouraging engagement and peer-to-peer outreach. The training has sections including academics, energy, water, waste, transportation, food, biodiversity and landscaping, built environment,

engagement, access and integrity and how to get involved. Each section has information about why the topic is important, the features on campus involving to the topic, and how each member of the campus community can help improve behaviors and performance related to the topic.

The professional development is designed to be adaptable as new challenges and successes arise.

This program is new to the university, and was launched in August of 2023.

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution :

Estimated percentage of regular non-academic staff for which sustainability is included in performance reviews:

A brief description of how sustainability is included in staff performance reviews :

Website URL where information about staff professional development and training in sustainability is available:

<https://www.uidaho.edu/sustainability/development>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Olivia Wiebe; Sustainability Manager, Office of the President

Data source(s) and notes about the submission:

Olivia Wiebe; Sustainability Manager, Office of the President

Public Engagement

Points Earned 8.92

Points Available 20.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, nonprofit 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	3.00 / 3.00
Continuing Education	2.39 / 5.00
Community Service	0.53 / 5.00
Participation in Public Policy	0.00 / 2.00
Trademark Licensing	0.00 / 2.00

Community Partnerships

Score

3.00 / 3.00

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.
- Multi-year or ongoing (rather than a short-term project or event).
- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.
- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

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

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

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

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

City of Moscow Climate Action Work Group (CAWG)

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

No

Which of the following best describes the partnership timeframe?:

Short-term project or event

Which of the following best describes the partnership?:

Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? :

Yes

A brief description of the institution's formal community partnership to advance sustainability:

In Fall 2021, the City of Moscow assembled a sub-committee titled the Climate Action Work Group (CAWG) to address the creation of a Climate Action Plan that aimed to mitigate local influences on

climate change. Four of the fifteen committee members were affiliated with the university. The Sustainability Coordinator for UI served as the connection point between the Climate Action Plan efforts of the city and the university, a UI faculty member served as the scientific consultant, and two UI graduate students completed research projects that focused on mitigation techniques that were relevant to the local community that can be included in the final Climate Action Plan. When the Climate Action Plan was published in 2022, the Sustainability Coordinator continued to participate in CAWG at a reduced capacity.

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

Palouse Basin Aquifer Committee (PBAC)

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

Yes

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

Multi-year or ongoing

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

Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):

Yes

A brief description of the institution's formal community partnership to advance sustainability (2nd partnership):

The Palouse groundwater basin is the sole source of water for over 60,000 residents of Pullman, Washington and Moscow, Idaho and outlying areas in both Whitman County (Washington) and Latah County (Idaho).

The University of Idaho is a member of the Palouse Basin Aquifer Committee (PBAC), an ongoing partnership, along with six interstate members dedicated to the preservation and protection of the Palouse Basin Aquifer. The committee works to support water conservation and alternative water supply sources in the region. UI, a land grant university, serves the committee with two-voting members. The University is a 1992 signatory of the Palouse Basin Groundwater Management Plan and contributes \$40,000 annually for research and interstate development of an alternative water supply.

The PBAC partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health by: a) coordinating and planning to assure a long-range supply of water, b) updating and expanding a database instituted through previous studies, c) encouraging conservation to promote the life of the aquifer, d) investigating continuing and/or alternate sources of water, e) educating and advising on the quantity and quality of the public water, f) acting as liaison between the entities on water resource concerns and, g) promoting communications between the entities, the Washington Department of Ecology, and the Idaho Department of Water Resources.

PBAC is engaged in a Water Supplies Alternative project. Alternatives include, but are not limited to: reclaimed water, aquifer recharge, storm water harvesting, advanced water conservation protection, and preservation of both ground and surface water sources.

<http://palousebasin.org/>

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

U.S. Chapter of the Sustainable Development Solutions Network

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

Yes

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

Multi-year or ongoing

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

Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):

Yes

A brief description of the institution's formal community partnership to advance sustainability (3rd partnership):

Starting in 2018, the College of Art and Architecture (CAA) was invited by Jeffery Sachs, Director of SDSN and Special Advisor to the UN Secretary-General, to join the U.S. Chapter of the Sustainable Development Solutions Network.

The university is providing financial support for CAA professors John Anderson and Andy Kliskey to lead this partnership.

The partnerships sustainability focus simultaneously supports social equity and wellbeing, economic prosperity, and ecological health.

The SDSN USA will help to mobilize and support America's colleges, universities, and other leading research institutions to promote the sustainable development goals (SDG) in the United States, and US's contribution to the SDGs globally. In the opening meeting of the SDSN USA on December 4, representatives of more than 60 leading academic institutions around the nation developed a work plan for the new network, focusing on priority SDG challenges facing the United States.

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected - often the key to success on one will involve tackling issues more commonly associated with another.

This partnership is ongoing.

<http://unsdsn.org/>

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

The University of Idaho partners with the City of Moscow to host the SMART Transit system, Moscow's public transportation option.

SMART Transit is headquartered in the Moscow Intermodal Transit Center (ITC) on the University of Idaho campus.

The building is a hub for multiple modes of transportation within the city:

SMART Transit

University of Idaho Parking and Transportation Services

Intercity bus service: The ITC offers a ticket window and serves as a connection hub.

Website URL where information about the institution's community partnerships to advance sustainability is available:

<https://www.uidaho.edu/infrastructure/parking/alternative-transportation/local-transit>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

CAWG: Kelli M. Cooper, Environmental Education and Sustainability Specialist; City of Moscow

PBAC: Rusty Vineyard: Director of Facilities Operations

SDSN: John W Anderson, Faculty; College of Art and Architecture

Data source(s) and notes about the submission:

CAWG: Kelli M. Cooper, Environmental Education and Sustainability Specialist; City of Moscow

PBAC: Rusty Vineyard: Director of Facilities Operations

SDSN: John W Anderson, Faculty; College of Art and Architecture

Inter-Campus Collaboration

Score

3.00 / 3.00

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

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

- Is a member of a national or international higher education sustainability network.
 - Actively participates in a regional, state/provincial, or local higher education sustainability network.
 - Has presented at a higher education sustainability conference during the previous year.
 - Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.
 - Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.
 - Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.
 - Has had employees or students serving as peer reviewers of another institution's sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years.
-

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

Is the institution currently a member of a national or international higher education sustainability network?:

Yes

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

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

Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?:

Yes

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

The Sustainability Partnership of the Northern Rockies (SPNR).

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

Yes

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

Madison Dougherty, Sustainability Graduate Research Assistant and Environmental Science Ph.D. Student in the College of Natural Resources, is presenting at Aarhus University's Socio-cultural Dimensions of Green Transition seminar and conference in Copenhagen, Denmark from 10/30 to 11/3.

She will be presenting her research, Campus Sustainability in Rural Idaho: The Implications of Diverse Socio-Political Environments of Higher Education Institutions, along with fellow students from Hanburg University, Aarhus University, University of Antwerp and others.

Additional conferences include:

-TWEEDS: The Workshop in Environmental Economics and Data Science, featured topics include remote sensing, geospatial analysis, machine learning, visualization, and workflow and transparency.

<https://tweeds.io/>

- Association for the Study of Literature and Environment conference. The theme of the conference was "Reclaiming the Commons", including opportunities for interdisciplinary collaboration, networking and professional development through a variety of sessions.

<https://blackearthinstitute.org/asle-conference-in-portland-oregon/>

Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:

No

A list or brief description of the sustainability resource center or awards program and submission(s):

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

Yes

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

The Sustainability Partnership of the Northern Rockies (SPNR), committee member

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

Yes

A brief description of the mentoring relationship and activities:

The University Sustainability Director and Sustainability Manager from UI meet with the Sustainability Director and the Environmental Compliance and Sustainability Manager at Boise State University for monthly meetings where progress, successes and challenges are discussed. The two sustainability teams share useful information about programs, initiatives and future planning within the specific context of the state of Idaho. These meetings allow a connectedness of higher education

sustainability efforts in Idaho as well as provide a forum for discussion to better the efforts of both universities.

The University of Idaho is also a founding member of Sustainability Partnership of the Northern Rockies (SPNR). Members include WSU, UI, MSU, UM, Gonzaga, Whitman, NOLS, and others. Universities and colleges share information in the development of sustainability programs. Conference calls occur monthly, and members meet annually for campus sustainability tours.

Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:

Yes

A brief description of the peer review activities:

The University of Idaho has partnered with Gonzaga University for peer review of both STARS submissions using the Reporting Assurance guidelines provided by STARS in credit PA-4.

A brief description of other inter-campus collaborative efforts around sustainability during the previous year :

The annual SPNR retreat includes campus sustainability tours, resources sharing, introductions to peer sustainability professionals and collaborative efforts to learn more about issue areas by inviting experts to present at the retreat or on conference calls.

Website URL where information about the institution's inter-campus collaborations is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Conference data:

Data source(s) and notes about the submission:

Conference data:

Continuing Education

Score	Responsible Party
2.39 / 5.00	Sarah Dawson University Sustainability Director Office of the President

Criteria

Part 1. Continuing education courses in sustainability

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

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

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

Total number of continuing education courses offered:

76 (76.0)

Number of continuing education courses that are sustainability course offerings:

1 (1.0)

Percentage of continuing education courses that are sustainability course offerings:

A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions:

Institution's inventory of its continuing education sustainability course offerings and descriptions:

ENVS101: Introduction to Environmental Science

Course description: Introduction to Environmental Science is focused on the study of natural systems, human systems, and their interactions, such as pollution, energy, and global change. In Environmental Science, you will learn about ideas and issues important to your everyday life and your future, such as clean air and water. Environmental Science includes energy development issues and complex management challenges, such as extracting oil from the tar sands in Canada to clean water issues, such as in Flint, Michigan. You will learn about different viewpoints on environmental issues and will have the opportunity to interact with each other regarding your own ideas. You will learn how the environment impacts humans and how humans impact the environment. Environmental science surrounds us in our daily lives with complex issues being debated and decided upon. So, read, listen, think, analyze, and then create your own ideas about the most effective ways to address current environmental issues and to live sustainably within our natural systems.

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

One

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

Yes

A brief description of the certificate program(s):

University of Idaho Extension Master Gardener Volunteers provide a valuable resource by helping educate Idaho's citizens about the art and science of growing and caring for plants and landscapes in a scientifically sustainable way.

Extension Master Gardener Volunteers not only learn important gardening skills, they also develop a deeper understanding of important life skills such as conflict resolution, resource utilization,

communication, leadership, goal setting, critical thinking and problem-solving, marketing, healthy lifestyle choices, stress and disease management, lifelong learning skills, and more!

The Idaho Master Gardener program was created in 1976 in Ada and Canyon Counties. You can find the Master Gardener Volunteer program in 32 of Idaho's 44 counties.

This guiding Handbook for the Master Gardeners include curriculum that focuses on environmental considerations of pest management and proper organic gardening techniques.

Website URL where information about the institution's continuing education courses and programs in sustainability is available:

<https://www.uidaho.edu/extension/master-gardener>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Idaho Master Gardener Program website:

<https://www.uidaho.edu/extension/master-gardener>

Idaho Master Gardener Program Handbook:

<https://www.uidaho.edu/extension/master-gardener/handbook>

Continuing Education Website:

<https://catalog.uidaho.edu/colleges-related-units/continuing-education/>

Independent Study in Idaho Website:

<https://catalog.uidaho.edu/colleges-related-units/independent-study/>

Continuing ed courses were counted if they were independent study classes offered by U of I.

Data source(s) and notes about the submission:

Idaho Master Gardener Program website:

<https://www.uidaho.edu/extension/master-gardener>

Idaho Master Gardener Program Handbook:

<https://www.uidaho.edu/extension/master-gardener/handbook>

Continuing Education Website:

<https://catalog.uidaho.edu/colleges-related-units/continuing-education/>

Independent Study in Idaho Website:

<https://catalog.uidaho.edu/colleges-related-units/independent-study/>

Continuing ed courses were counted if they were independent study classes offered by U of I.

Community Service

Score	Responsible Party
0.53 / 5.00	Olivia Wiebe Sustainability Manager Office of the President

Criteria

Part 1. Percentage of students participating in community service

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

Part 2. Community service hours per student

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

Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

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

Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:

Yes

Total number of students:

13,007 (13,007.0)

Number of students engaged in community service:

2,558 (2,558.0)

Percentage of students engaged in community service:

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

Yes

Total number of student community service hours contributed annually:

10,250 (10,250.0)

Number of annual community service hours contributed per student:

Does the institution have a formal program to support employee volunteering during regular work hours?:

No

A brief description of the institution's program to support employee volunteering:

--

Does the institution track the number of employee community service hours contributed through programs it sponsors?:

Total number of employee community service hours contributed annually through programs sponsored by the institution:

Website URL where information about the institution's community service programs is available:

<https://www.uidaho.edu/current-students/student-involvement/volunteer>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Participation in Public Policy

Score

0.00 / 2.00

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

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

- Municipal/local
- State/provincial/regional
- National
- International

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

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

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

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

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

No

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level:

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

No

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level:

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

No

A brief description of how the institution engages in public policy advocacy for sustainability at the national level:

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

No

A brief description of how the institution engages in public policy advocacy for sustainability at the international level:

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

In 2018, the College of Art and Architecture (CAA) was invited by Jeffery Sachs, Director of SDSN and Special Advisor to the UN Secretary-General, to join the U.S. Chapter of the Sustainable Development Solutions Network. CAA professors John Anderson and Andy Kliskey are leading this partnership.

The SDSN USA will help to mobilize and support America's colleges, universities, and other leading research institutions to promote the sustainable development goals (SDG) in the United States, and US's contribution to the SDGs globally. In the opening meeting of the SDSN USA on December 4, representatives of more than 60 leading academic institutions around the nation developed a work plan for the new network, focusing on priority SDG challenges facing the United States.

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected - often the key to success on one will involve tackling issues more commonly associated with another.

This partnership is still active as of 2022.

<http://unsdsn.org/>

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

Website URL where information about the institution's sustainability advocacy efforts is available:

<http://unsdsn.org/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Trademark Licensing

Score

0.00 / 2.00

Responsible Party

Brandi Terwilliger

Director

Human Resources

Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR
- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the [WRC Model Code of Conduct](#), the [FLA Workplace Code of Conduct](#), or the [International Labour Organisation \(ILO\) fundamental Conventions](#).

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

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

Is the institution a member of the Worker Rights Consortium (WRC)?:

No

Is the institution currently a member of the Fair Labor Association (FLA)? :

No

Is the institution currently a member of an equivalent independent monitoring and verification organization approved by AASHE?:

A brief description of the independent monitoring and verification organization:

Has the institution adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel?:

A copy of the labor rights code of conduct for licensees:

[CLC-Standard-License-Agreement.pdf](#)

The labor rights code of conduct for licensees:

Website URL where information about the institution's trademark licensing initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Operations

Air & Climate

Points Earned 7.12

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
Emissions Inventory and Disclosure	1.94 / 3.00
Greenhouse Gas Emissions	5.18 / 8.00

Emissions Inventory and Disclosure

Score

1.94 / 3.00

Responsible Party

Madison Dougherty

Sustainability Graduate Research Assistant
College of Natural Resources

Criteria

Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:
 - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)
 - Commuting (regular commuting to and from the institution by students and employees)
 - Purchased goods and services (e.g., food and paper)
 - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)
 - Fuel- and energy-related activities not included in Scope 1 or 2
 - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)
 - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)
- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)
- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)
- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)
- Commuting
- Off-site electricity production

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

Has the institution conducted a GHG emissions inventory within the previous three years that includes all Scope 1 and 2 emissions? :

Yes

A copy of the most recent GHG emissions inventory:

[2020-greenhouse-gas-inventory.pdf](#)

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

The Student Sustainability Cooperative and Facilities Management gathered the needed information and used Second Nature's Sustainability Indicator Management and Analysis Platform (SIMAP) to complete the 2020 GHG inventory. Additional tools used when more comprehensive tools were available, such as the EPA's Waste Reduction Model (WARM) for solid waste emissions.

Methodology/tools used:

Scope 1: Data collected from bills to the university (natural gas and fuels) and relevant inventories (animal counts and HVAC refrigerants)

Scope 2: Data collected from utility provider bills to the university

Scope 3:

- Business travel: Air travel data is provided by the Accounts Payable Office.

-Commuting: Data is based on a 2018 commuter survey, fitted to population data.

-Waste: Data provided by Facilities includes landfilled waste after removing recyclable and compostable materials. EPA's WARM calculator used.

-Food: Data collected by Sodexo in 2019 and fitted to population data for subsequent years.

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?:

No

A brief description of the GHG inventory verification process:

Documentation to support the GHG inventory verification process:

Gross Scope 1 GHG emissions, performance year:

	Weight in MTCO2e
Stationary combustion	3,529 (3,529.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent
Other sources (mobile combustion, process emissions, fugitive emissions)	2,923 (2,923.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent

Total gross Scope 1 GHG emissions, performance year:

Metric tons of CO2 equivalent

Gross Scope 2 GHG emissions, performance year (market-based):

	Weight in MTCO2e
Imported electricity	10,491 (10,491.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent
Imported thermal energy	0 Metric tons of CO2 equivalent

Total gross Scope 2 GHG emissions, performance year:

Metric tons of CO2 equivalent

Gross GHG emissions from biogenic sources, performance year:

0 Metric tons of CO2 equivalent

Does the GHG emissions inventory include Scope 3 emissions from the following sources?:

	Yes or No	Weight in MTCO2e
Business travel	Yes	1,306 (1,306.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent
Commuting	Yes	1,056 (1,056.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent
Purchased goods and services	No	0 Metric tons of CO2 equivalent
Capital goods	No	0 Metric tons of CO2 equivalent
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes	444 (444.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent
Waste generated in operations	Yes	164 (164.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent
Other sources	Yes	989 (989.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent

Total Scope 3 GHG emissions, performance year:

Metric tons of CO2 equivalent

A brief description of how the institution accounted for its Scope 3 emissions:

- Business travel: Air/vehicle travel data provided by the Accounts Payable Office.
- Commuting: Data is based on a 2018 commuter survey, fitted to population data.
- Waste: Data provided by Facilities includes landfilled waste after removing recyclable and compostable materials.
- Food: Data collected by Sodexo in 2019 and fitted to population data for subsequent years.
- T&D losses: Estimated from the EPA's eGRID program for the NWPP sub-region.
- Wastewater: Data on number of gallons pumped from wells tracked with appropriate treatment type from Moscow wastewater treatment plant.

Has the institution completed an inventory within the previous three years to quantify its air pollutant emissions?:

Yes

Annual weight of emissions for::

	Weight of Emissions
Nitrogen oxides (NOx)	39.34 (39.33553035938642 Tons) Metric tons
Sulfur oxides (SOx)	4.25 (4.245624586760342 Tons) Metric tons
Carbon monoxide (CO)	103.14 (103.13783317709046 Tons) Metric tons
Particulate matter (PM)	10.22 (10.22397202837373 Tons) Metric tons
Ozone (O3)	0 Metric tons
Lead (Pb)	0 Metric tons
Hazardous air pollutants (HAPs)	3 (3.0 Tons) Metric tons
Ozone-depleting compounds (ODCs)	0 Metric tons
Other standard categories of air emissions identified in permits and/or regulations	0 Metric tons

Do the air pollutant emissions figures provided include the following sources?:

	Yes or No
Major stationary sources	Yes
Area sources	No
Mobile sources	No
Commuting	No
Off-site electricity production	No

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

To complete its air emissions inventory, the UI uses "Method 5" by the Idaho Department of Environmental Quality (IDEQ) and the Environmental Protection Agency (EPA).

Particulate matter is withdrawn isokinetically from the source and collected on a glass fiber filter maintained at a temperature of 120 ± 14 °C (248 ± 25 °F) or such other temperature as specified by an applicable subpart of the standards or approved by the Administrator for a particular application. The PM mass, which includes any material that condenses at or above the filtration temperature, is determined gravimetrically after the removal of uncombined water.

For more information about the IDEQ/EPA Method 5 visit:

<https://www.epa.gov/emc/method-5-particulate-matter-pm>

Method 5 is also described within the UI Bison Engineering Report, "Determination of Particulate Emissions from Stationary Sources (Methods 2 & 4 Inclusive). The objective of Method 5 is to determine the filterable particulate matter (PM) from a source. Method 5 is an isokinetic sampling method (i.e., the velocity of sample stream entering the nozzle is approximately equal to the velocity of the approaching sample stream) for determination of PM. The exhaust gas stream is sampled along a cross-section of the stack and PM is captured within the nozzle, probe, filter-bell and on the 0.3 micron pore size glass fiber filter. The filter is maintained at a temperature of $248^{\circ}\text{F} \pm 25^{\circ}\text{F}$ followed by impingers maintained at a temperature below 64°F . Bison uses a Method 5 sampling train with a stainless steel probe liner and nozzles to gather the particulate sample. Method 5 incorporates Method 2 "velocity measurements" and Method 4 "moisture measurements." Field data, spreadsheet calculations, example calculations, and pitot tube, probe alignment and thermal indicator calibrations are included in the report appendices".

*All quantities are calculated based on emission factors from University of Idaho's DEQ air quality permit and the 2022 emissions inventory report. Based on our permit, we annually inventory 5 emission parameters, PM10, SO2, NOx, CO, and VOCs. We monitor the emissions of 11 stationery sources: a wood fired boiler, 3 natural gas fired boilers, and 7 emergency generators.

*The particulate matter quantity (PM) only accounts for PM-10 emissions.

*The hazardous air pollutants (HAPs) quantity only accounts for VOCs

*For our air quality permit, we do not track lead, ozone, or ODCs.

Gross Scope 2 GHG emissions from purchased electricity (location-based):

Gross Scope 2 GHG emissions from imported thermal energy (location-based) :

Website URL where information about the institution's emissions inventories is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Notes:

COVID-19 related budget restrictions led to the restructuring of sustainability staff in 2020. The remaining sustainability staff shifted focus to student engagement programming as a result of the restructuring, and relevant campus partners were reorganized in the concurrent utility concessionaire, leaving human resources unavailable to conduct GHG inventories in 2021 or 2022. A University Director of Sustainability was hired in the end of 2022, under whom an Office of Sustainability was founded in 2023. This team is currently working on the next Greenhouse Gas Inventory for 2024.

Air Pollutant Inventory:

The university measures air pollutant emissions as required by the Idaho Department of Environmental Quality as a Tier 1 emitter. Air pollutant emissions from natural gas or vehicle use are not inventoried, only carbon.

For more information about the Idaho Department of Environmental Quality please visit:

<http://www.deq.idaho.gov/air-quality/>

* Our performance year for this credit is 2022, which is different than our performance year in OP-2 - hence the discrepancy in volumes. We are currently in the process of collecting the data for our 2023 greenhouse gas emissions inventory, to be completed by UI graduate students by spring semester 2024.

Data source(s) and notes about the submission:

Notes:

COVID-19 related budget restrictions led to the restructuring of sustainability staff in 2020. The remaining sustainability staff shifted focus to student engagement programming as a result of the restructuring, and relevant campus partners were reorganized in the concurrent utility concessionaire, leaving human resources unavailable to conduct GHG inventories in 2021 or 2022. A University Director of Sustainability was hired in the end of 2022, under whom an Office of Sustainability was founded in 2023. This team is currently working on the next Greenhouse Gas Inventory for 2024.

Air Pollutant Inventory:

The university measures air pollutant emissions as required by the Idaho Department of Environmental Quality as a Tier 1 emitter. Air pollutant emissions from natural gas or vehicle use are not inventoried, only carbon.

For more information about the Idaho Department of Environmental Quality please visit:

<http://www.deq.idaho.gov/air-quality/>

* Our performance year for this credit is 2022, which is different than our performance year in OP-2 - hence the discrepancy in volumes. We are currently in the process of collecting the data for our 2023 greenhouse gas emissions inventory, to be completed by UI graduate students by spring semester 2024.

Greenhouse Gas Emissions

Score

5.18 / 8.00

Responsible Party

Madison Dougherty

Sustainability Graduate Research Assistant
College of Natural Resources

Criteria

Part 1. GHG emissions per person

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

Part 2. GHG emissions per unit of floor area

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO₂e) per gross square metre (0.02 MTCO₂e per gross square foot) of floor area.

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

Carbon sinks

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

- Third-party verified, purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as “local offsets”)
- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

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

Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	3,529 (3,529.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent	4,370 (4,370.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent
Gross Scope 1 GHG emissions from other sources	2,923 (2,923.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent	3,489 (3,489.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent
Gross Scope 2 GHG emissions from imported electricity	10,491 (10,491.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent	26,952 (26,952.0 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent
Gross Scope 2 GHG emissions from imported thermal energy	0 Metric tons of CO2 equivalent	0 Metric tons of CO2 equivalent
Total	Metric tons of CO2 equivalent	Metric tons of CO2 equivalent

Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0 Metric tons of CO2 equivalent	0 Metric tons of CO2 equivalent
Institution-catalyzed carbon offsets generated	0 Metric tons of CO2 equivalent	0 Metric tons of CO2 equivalent
Carbon storage from on-site composting	0 Metric tons of CO2 equivalent	0 Metric tons of CO2 equivalent
Carbon storage from non-additional sequestration	0 Metric tons of CO2 equivalent	---

	Performance year	Baseline year
Carbon sold or transferred	0 Metric tons of CO2 equivalent	0 Metric tons of CO2 equivalent
Net carbon sinks	Metric tons of CO2 equivalent	Metric tons of CO2 equivalent

A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):

No offsets are reported above.

Note: The University of Idaho manages over 10,000 acres of stewarded forest and 59 acres of arboreta. This land is stewarded for environmental health and forest products research. The forest supports the institution's land-grant status as an agricultural research institution. Currently, the forest is not managed specifically for carbon sequestration.

Adjusted net Scope 1 and Scope 2 GHG emissions:

	Performance year	Baseline year
Adjusted net GHG emissions	Metric tons of CO2 equivalent	Metric tons of CO2 equivalent

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

	Performance year	Baseline year
Start date	July 1, 2019	Jan. 1, 2005
End date	June 30, 2020	Dec. 31, 2005

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

The greenhouse gas baseline, 2005, was adopted as part of the University of Idaho's submission to the American College and University Climate Commitment (ACUPCC) and the university's Climate Action Plan published in 2010.

Figures needed to determine "Weighted Campus Users":

	Performance year	Baseline year
Number of students resident on-site	3,925 (3,925.0)	2,000 (2,000.0)
Number of employees resident on-site	16 (16.0)	8 (8.0)
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	9,175 (9,175.0)	10,415 (10,415.0)
Full-time equivalent of employees	2,313 (2,313.0)	2,254 (2,254.0)
Full-time equivalent of students enrolled exclusively in distance education	635.48 (635.48)	0

	Performance year	Baseline year
Weighted Campus Users		

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

	Performance year	Baseline year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	1.86 (1.8568403794560664 Metric tons of CO2 equivalent) Metric tons of CO2 equivalent	Metric tons of CO2 equivalent

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:

Gross floor area of building space, performance year:

408,278.96 (408,278.95604 Gross square feet) Gross square meters

Floor area of energy intensive building space, performance year:

	Floor area
Laboratory space	16,783.58 (16,783.577271 Square feet) Square meters
Healthcare space	357.96 (357.955259 Square feet) Square meters
Other energy intensive space	14,544.43 (14,544.429165 Square feet) Square meters

EUI-adjusted floor area, performance year:

457,106.45 (457,106.450265 Gross square feet) Gross square meters

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

0.04 (0.037065748471585315 MtCO2e per square foot) MtCO2e per square meter

A brief description of the institution’s GHG emissions reduction initiatives:

A 2019 assessment of the campus biomass plant found an 88% increase in efficiency of the wood boiler plant, coupled with an 84% decrease in CO2 emissions, since 2002. These numbers explain the decrease in scope 1 emissions from the baseline year. The decrease in scope 2 emissions is due to a change in purchased energy source (and an increase dependence on hydroelectric energy).

Scope 1:

- Biomass fuel used at Energy Plant to generate steam and chilled water to buildings reduces natural gas use
- Ongoing use of biodiesel for Energy Plant vehicles
- 2 EV charging stations

Scope 2:

- Ongoing energy efficiency efforts such as the campus-wide installation of LED lights, occupancy sensors, VFDs, unoccupied period HVAC setbacks, etc.
- 147 kW PV array installed in 2020
- 825 kW of biomass fueled steam turbines installed 2021

Scope 3:

- Campus-wide food waste efforts
- Reclaimed water used for campus irrigation

Website URL where information about the institution's GHG emissions is available:

<https://www.uidaho.edu/sustainability/resources>

Additional documentation to support the submission:

[2020-greenhouse-gas-inventory.pdf](#)

Data source(s) and notes about the submission:

-Marc Compton, Project Engineer, Moscow ID ECO District 1

COVID-19 related budget restrictions led to the restructuring of sustainability staff in 2020. The remaining sustainability staff shifted focus to student engagement programming as a result of the restructuring, and relevant campus partners were reorganized in the concurrent utility concessionaire, leaving human resources unavailable to conduct GHG inventories in 2021 or 2022. A University Director of Sustainability was hired in the end of 2022, under whom an Office of Sustainability was founded in 2023. This team is currently working on the next Greenhouse Gas Inventory for 2024.

Data source(s) and notes about the submission:

-Marc Compton, Project Engineer, Moscow ID ECO District 1

COVID-19 related budget restrictions led to the restructuring of sustainability staff in 2020. The remaining sustainability staff shifted focus to student engagement programming as a result of the restructuring, and relevant campus partners were reorganized in the concurrent utility concessionaire, leaving human resources unavailable to conduct GHG inventories in 2021 or 2022. A University Director of Sustainability was hired in the end of 2022, under whom an Office of Sustainability was founded in 2023. This team is currently working on the next Greenhouse Gas Inventory for 2024.

Buildings

Points Earned 1.25

Points Available 8.00

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

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

Building Design and Construction

Score

1.25 / 3.00

Responsible Party

Ray Pankopf

Director

Facilities--Architectural and Engineering Services

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR
- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

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

Total floor area of newly constructed or renovated building space:

12,648.09 (12,648.093129 Square feet) Square meters

Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	0 Square meters
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	0 Square meters
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 Square meters
Certified at a step above minimum level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	0 Square meters
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square meters

	Floor area
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	0 Square meters
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	12,648.09 (12,648.093129 Square feet) Square meters
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square meters
Total	12,648.09 (12,648.093129 Square feet) Square meters

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:

A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Between January 1, 2021 and December 31, 2023, the University of Idaho completed 3 major capital projects.

- 1) Nuclear Seed Potato Germplasm & Storage Building, LEED Silver equivalent
- 2) ICCU Idaho Arena, New Basketball and Events Facility, LEED Silver equivalent
- 3) LHSOM & Ridenbaugh Acoustic Mitigation and Deferred Maintenance Improvements, LEED Silver equivalent
- 4) 6th Street Greenhouse Addition, LEED Silver equivalent
- 5) Pitkin Nursery CNR Greenhouses, LEED Silver equivalent
- 6) Idaho Center for Plant and Soil Health, LEED Silver equivalent

All six facilities were designed and constructed under the stated, adopted UI policy that new facilities shall meet LEED Silver benchmarks, or greater, although none were registered with the U.S. Green Building Council nor certified.

An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

[AASHE_Stars_Data_2023_09_22.xlsx](#)

Website URL where information about the institution’s green building design and construction program is available:

<http://www.uidaho.edu/apm/40/03>

Additional documentation to support the submission:

[ICCU_Idaho_Arena_Fact_Sheet.pdf](#)

Data source(s) and notes about the submission:

Ray Pankopf, Director; Architectural and Engineering Services

<https://www.uidaho.edu/infrastructure/facilities/aes/campus-development-plan>

<https://www.uidaho.edu/-/media/Uidaho-Responsive/Files/infrastructure/Facilities/LRCDP/lrcdp.pdf>

<http://www.uidaho.edu/apm/40/03>

<https://www.uidaho.edu/apm/40/12>

<https://www.uidaho.edu/apm/40/26>

<https://www.uidaho.edu/-/media/Uidaho-Responsive/Files/infrastructure/Facilities/Standards/Metering-Standards.pdf?la=en&hash=47767FC90ABD2C3C99BFF0A81D3C1F586A8B52CC>

<https://www.uidaho.edu/-/media/Uidaho-Responsive/Files/infrastructure/Facilities/Standards/CONTROLS-STANDARDS.pdf?la=en&hash=A59A27B1A42DCA375F58D5101235758F44E86E87>

<https://www.uidaho.edu/-/media/Uidaho-Responsive/Files/infrastructure/Facilities/Standards/design-construction-standards.pdf>

Data source(s) and notes about the submission:

Ray Pankopf, Director; Architectural and Engineering Services

<https://www.uidaho.edu/infrastructure/facilities/aes/campus-development-plan>

<https://www.uidaho.edu/-/media/Uidaho-Responsive/Files/infrastructure/Facilities/LRCDP/lrcdp.pdf>

<http://www.uidaho.edu/apm/40/03>

<https://www.uidaho.edu/apm/40/12>

<https://www.uidaho.edu/apm/40/26>

<https://www.uidaho.edu/-/media/Uidaho-Responsive/Files/infrastructure/Facilities/Standards/Metering-Standards.pdf?la=en&hash=47767FC90ABD2C3C99BFF0A81D3C1F586A8B52CC>

<https://www.uidaho.edu/-/media/Uidaho-Responsive/Files/infrastructure/Facilities/Standards/CONTROL-STANDARDS.pdf?la=en&hash=A59A27B1A42DCA375F58D5101235758F44E86E87>

<https://www.uidaho.edu/-/media/Uidaho-Responsive/Files/infrastructure/Facilities/Standards/design-construction-standards.pdf>

Building Operations and Maintenance

Score

0.00 / 5.00

Responsible Party

Rusty Vineyard
Director
Facilities Operations

Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR
- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs. For more information, see [Examples of Multi-attribute and Single-attribute Building Frameworks](#).

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

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

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

Total floor area of existing building space:

408,278.96 (408,278.95604 Square feet) Square meters

Floor area of existing building space operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system:

	Existing floor area
Certified at the highest achievable level under a multi-attribute, Green Building Council (GBC) rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Platinum)	0 Square meters
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Gold)	0 Square meters
Certified at mid-level under a 3- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM-In Use Very Good)	0 Square meters

	Existing floor area
Certified at a step above minimum level under a 4 -or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Silver)	0 Square meters
Certified at minimum level under a multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM In-Use Pass or LEED O+M Certified)	0 Square meters
Certified at any level under a non-GBC rating system or single-attribute rating system focused on the operations and maintenance of existing buildings	0 Square meters
Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 Square meters
Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 Square meters
Total	Square meters

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

A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s) used:

It is the policy of the university to finance, plan, design, construct, manage, renovate and maintain its facilities in a sustainable fashion. While construction of sustainable buildings potentially incurs additional first costs—both in terms of design fees and construction costs—sustainable buildings have reduced operating costs. The university recognizes that investing in sustainable building practices usually has a short payback period and yields substantial savings over the life cycle of the completed facility. Examples of design standards that have been implemented in campus buildings include:

Building air conditioning systems make extensive use of economizer cooling to use outside air for cooling (when temperatures allow) instead of mechanical energy.

Air handling systems for nearly all major fan systems use VFDs to reduce fan energy and prolong motor life.

Chilled and hot water systems on campus use variable flow systems with VFDs to minimize pumping energy and extend pump motor life.

Chilled water from the District Chilled Water Network is the preferred means to provide heat rejection demands for items such as food and storage locker coolers within the university’s food service venues, IT servers and the various research applications on campus. This eliminates avoidable costs related to individual air-cooled condensing units and improves efficiency.

Nearly all of the newer lab buildings and some other facilities such as the new Living Learning Center make extensive use of heat recovery systems to reduce energy costs by tempering (heating and/or cooling) ventilation air. The University of Idaho is a leader in the state in terms of the use of heat recovery systems in laboratory facilities.

HVAC systems for all new buildings and major remodeled buildings are controlled through a campus wide Energy Management System (EMS) and have an unoccupied mode sequence of controls where possible.

All new buildings and major remodeled buildings are sub-metered for energy use (steam, electricity, and chilled water), and water use for both domestic and irrigation systems.

Website URL where information about the institution’s sustainable operations and maintenance program is available:

<http://www.uidaho.edu/apm/40/03>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Randy Smith, Director of Maintenance and Operations; Facilities

<http://www.uidaho.edu/facilities/energy/greenbuilding/buildingdesignstandards>

<http://www.uidaho.edu/apm/40/03>

Examples of design standards that have been implemented in campus buildings include:

Building air conditioning systems make extensive use of economizer cooling to use outside air for cooling (when temperatures allow) instead of mechanical energy.

Air handling systems for nearly all major fan systems use VFDs to reduce fan energy and prolong motor life.

Chilled and hot water systems on campus use variable flow systems with VFDs to minimize pumping energy and extend pump motor life.

Chilled water from the District Chilled Water Network is the preferred means to provide heat rejection demands for items such as food and storage locker coolers within the university's food service venues, IT servers and the various research applications on campus. This eliminates avoidable costs related to individual air-cooled condensing units and improves efficiency.

Nearly all of the newer lab buildings and some other facilities such as the new Living Learning Center make extensive use of heat recovery systems to reduce energy costs by tempering (heating and/or cooling) ventilation air. The University of Idaho is a leader in the state in terms of the use of heat recovery systems in laboratory facilities.

HVAC systems for all new buildings and major remodeled buildings are controlled through a campus wide Energy Management System (EMS) and have an unoccupied mode sequence of controls where possible.

All new buildings and major remodeled buildings are sub-metered for energy use (steam, electricity, and chilled water), and water use for both domestic and irrigation systems.

Data source(s) and notes about the submission:

Randy Smith, Director of Maintenance and Operations; Facilities

<http://www.uidaho.edu/facilities/energy/greenbuilding/buildingdesignstandards>

<http://www.uidaho.edu/apm/40/03>

Examples of design standards that have been implemented in campus buildings include:

Building air conditioning systems make extensive use of economizer cooling to use outside air for cooling (when temperatures allow) instead of mechanical energy.

Air handling systems for nearly all major fan systems use VFDs to reduce fan energy and prolong motor life.

Chilled and hot water systems on campus use variable flow systems with VFDs to minimize pumping energy and extend pump motor life.

Chilled water from the District Chilled Water Network is the preferred means to provide heat rejection demands for items such as food and storage locker coolers within the university's food service venues, IT servers and the various research applications on campus. This eliminates avoidable costs related to individual air-cooled condensing units and improves efficiency.

Nearly all of the newer lab buildings and some other facilities such as the new Living Learning Center make extensive use of heat recovery systems to reduce energy costs by tempering (heating and/or cooling) ventilation air. The University of Idaho is a leader in the state in terms of the use of heat recovery systems in laboratory facilities.

HVAC systems for all new buildings and major remodeled buildings are controlled through a campus wide Energy Management System (EMS) and have an unoccupied mode sequence of controls where possible.

All new buildings and major remodeled buildings are sub-metered for energy use (steam, electricity, and chilled water), and water use for both domestic and irrigation systems.

Energy

Points Earned 4.67

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 Efficiency	2.61 / 6.00
Clean and Renewable Energy	2.06 / 4.00

Building Energy Efficiency

Score

2.61 / 6.00

Responsible Party

Madison Dougherty

Sustainability Graduate Research Assistant
College of Natural Resources

Criteria

Part 1. Reduction in source energy use per unit of floor area

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

Part 2. Site energy use per unit of floor area

Institution's annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit 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

Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	48,966,555 (48,966,555.0 Kilowatt-hours) Kilowatt-hours	167,073.89 (167,073.88566 MMBtu) MMBtu
Electricity from on-site, non-combustion facilities/ devices (e.g., renewable energy systems)	293,161 (293,161.0 Kilowatt-hours) Kilowatt-hours	1,000.27 (1,000.2653320000001 MMBtu) MMBtu

Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	365,338.20 (365,338.2 MMBtu) MMBtu
Imported steam, hot water, and/or chilled water	0 MMBtu

Total site energy consumption, performance year:

533,412.35 (533,412.350992 MMBtu) MMBtu

Gross floor area of building space, performance year:

408,278.96 (408,278.95604 Gross square feet) Gross square meters

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	16,783.58 (16,783.577271 Square feet) Square meters
Healthcare space	357.96 (357.955259 Square feet) Square meters
Other energy intensive space	14,544.43 (14,544.429165 Square feet) Square meters

EUI-adjusted floor area, performance year:

457,106.45 (457,106.450265 Gross square feet) Gross square meters

Degree days, performance year:

	Degree days
Heating degree days	3,780.56 (3,780.5555558580004 Degree-Days (°F)) Degree-Days (°C)
Cooling degree days	468.89 (468.8888889264 Degree-Days (°F)) Degree-Days (°C)

Total degree days, performance year:

4,249.44 (4,249.44444447844 Degree-Days (°F)) Degree-Days (°C)

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

	Start date	End date
Performance period	July 1, 2022	June 30, 2023

Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:

84.76 (84.75629797499278 Btu / GSF / Degree-Day (°F)) Btu / GSM / Degree-Day (°C)

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	64,514,063 (64,514,063.0 Kilowatt-hours) Kilowatt-hours	MMBtu
Electricity from on-site, non-combustion facilities/ devices (e.g., renewable energy systems)	0 Kilowatt-hours	MMBtu

Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	80,698 (80,698.0 MMBtu) MMBtu
Imported steam, hot water, and/or chilled water	0 MMBtu

Total site energy consumption, baseline year:

MMBtu

Gross floor area of building space, baseline year:

384,173.79 (384,173.786242 Gross square feet) Gross square meters

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

	Start date	End date
Baseline period	Jan. 1, 2005	Dec. 31, 2005

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

The building energy consumption baseline, 2005, was adopted in the 2008 UI Greenhouse Gas Inventory because it is the first year for which comprehensive data are available.

Source-site ratio for imported electricity:

3 (3.0)

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	1.31 (1.306489383299691 MMBtu per square foot) MMBtu per square meter	2.12 (2.1249190932060156 MMBtu per square foot) MMBtu per square meter

	Site energy	Source energy
Baseline year	0.78 (0.7830306603441348 MMBtu per square foot) MMBtu per square meter	1.93 (1.928980207821557 MMBtu per square foot) MMBtu per square meter

Percentage reduction in total source energy consumption per unit of floor area from baseline:

Documentation to support the performance year energy consumption figures reported above:

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency:

Institutional initiatives to shift individual attitudes and practices regarding energy efficiency through outreach and education efforts are supported by a broad array of partners on campus, with much of this work flowing through the Office of Sustainability and Facilities. A student-led and student-funded organization, the Office of Sustainability supports efforts to create an active culture of sustainability and we are committed to developing and maintaining healthful, educational living environments while fully integrating sustainable practices at the University of Idaho.

The Student Sustainability Cooperative hosted Earth Hour, an event where students are encouraged to turn off all electronic devices and lights from 4:00pm-5:00pm and provided educational content about where our energy comes from and how we can help reduce usage. The SSC also published a Green Living Guide with information about how to reduce electricity usage in dorms, apartments and other living groups on campus.

Social and behavior change communications, such as the Lights Out sticker campaign, support sustainable changes in knowledge, attitudes, norms, and cultural practices. We are seeking new partners interested in installing lights out stickers on light switch cover plates, and in common-use spaces such as classrooms. Partners: Facilities—Utilities & Engineering Services, College of Natural Resources, and Eco-Ambassadors.

McKinstry hosts steam plant tours for elementary, high school, and university students to showcase the use of biomass to produce heating/cooling energy and electricity as an alternative to more traditional methods.

A brief description of energy use standards and controls employed by the institution:

The University of Idaho follows the most recent versions of the Building Energy Code, and frequently goes above and beyond the code to achieve LEED certifications and to receive potential energy rebates from upgrades to existing systems such as VFDs or LED retrofits. Many of these energy standards and controls are documented in the university’s Construction Standards or Administrative Procedure Manual (APM). The following are examples of these standards and controls:

On January 23, 2008, the University of Idaho set sustainable building standards by stating that “all new construction and major remodels shall be certified as meeting or exceeding a Silver LEED rating” (APM 40.03). The College of Education, remodeled in 2016 is awaiting LEED Gold certification, and the Integrated Research and Innovation Center (IRIC), a 2017 new build is the University of Idaho’s first LEED Gold Certified building.

In addition, UI has implemented HVAC scheduling in most buildings on campus to perform night setbacks by turning off HVAC systems during unoccupied hours. Also, all new buildings have a centralized lighting system that utilizes occupancy sensors and photo sensors to reduce the overall energy consumption from lighting.

UI also enforces the Idaho Governor’s Executive Order 2005-12 Energy Conservation in State Buildings which mandates that temperature set-points in all state buildings be held to between 68-70

degrees in the winter and 74-78 degrees in the summer (APM 40.26). Other energy management recommendations included in this APM are the minimization of personal heaters, reduced hot water temperatures, vending machine lighting requirements, and assistance from occupants to turn off equipment that is not being used.

Other energy controls: temperature setpoints, nighttime setbacks, occupancy sensors, lighting control systems, and VFDs are all common on campus. Campus uses a thermal energy storage tank to chase peak cooling loads on campus, allowing chillers and cooling towers to be operated at their most efficient setpoints. Absorption chillers are used to produce campus chilled water utilizing steam derived from biomass instead of electricity.

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

To curb energy use, UI is re-lamping much of the campus with 66,000 LED lights. Installation occurred from fall 2016 to spring 2017. In addition, an exterior LED parking lot re-lamping project is underway. Newly adopted construction standards require LED lighting, lighting controls, and light sensors. The change allows U of I to save approximately \$355,000 annually in avoided energy and operational costs

<https://www.uidaho.edu/news/news-articles/faculty-staff-news/2017-november/110617-campuslighting>

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

Solar water heating exists on Gibb Hall, Manis Laboratory, and the 6th Street Greenhouse.

External shading on south-facing windows is used on the new Integrated Research and Innovation Center (IRIC).

Trees and other foliage are used to provide natural shading for older buildings' facades which are susceptible to excess solar heat gain.

A brief description of co-generation employed by the institution:

Excess steam from the district steam heating system is used to produce district cooling via steam absorption chillers.

UI has used biomass sourced from local lumber industry waste streams and urban waste grindings since 1986 to meet 90% of the campus steam load. In 2022 steam turbines were installed at the steam plant to offset UI's electric bill using the steam derived from biomass energy.

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

UI works with Avista Utilities to identify areas of improvement in equipment energy usage. Facilities implements rebates supplied by Avista to assist in funding for projects which lower energy consumption.

The Office of Sustainability created Green Office certifications that promote and require the purchase of energy star appliances when replacing office appliances.

Website URL where information about the institution's energy conservation and efficiency program is available:

<http://www.uidaho.edu/infrastructure/facilities/ues>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Marc Compton, Project Engineer, Moscow ID ECO District 1
Sources: Avista electricity and natural gas bills; Steam Plant data

Data source(s) and notes about the submission:

Marc Compton, Project Engineer, Moscow ID ECO District 1
Sources: Avista electricity and natural gas bills; Steam Plant data

Clean and Renewable Energy

Score

2.06 / 4.00

Responsible Party

Madison Dougherty

Sustainability Graduate Research Assistant
College of Natural Resources

Criteria

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

Clean and renewable electricity

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.
2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy 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.

Clean and renewable thermal energy

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).
2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, neither the electric grid mix for the region in which the institution is located, nor the grid mix reported by the electric utility that serves the institution (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution the right to claim it as renewable.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g., daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the Greenhouse Gas Emissions and Building Energy Consumption credits.

Transportation fuels, which are covered by the Greenhouse Gas Emissions and Campus Fleet credits, are not included.

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

Total energy consumption, performance year:

533,412.35 (533,412.350992 MMBtu) MMBtu

Clean and renewable electricity (report kilowatt-hours):

	kWh	MMBtu
Imported electricity from certified/verified clean and renewable sources (i.e., bundled green power purchases)	0 Kilowatt-hours	MMBtu
Electricity from on-site, clean and renewable sources (rights retained/retired)	3,602,180 (3,602,180.0 Kilowatt-hours) Kilowatt-hours	12,290.64 (12,290.63816 MMBtu) MMBtu

A brief description of the certified/verified sources of clean and renewable electricity:

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

- 147 kW rooftop PV array installed in 2020 on IRIC building
- 825 kW steam turbines using biomass fuel, installed in Energy Plant

Clean and renewable thermal energy (report MMBtu):

	MMBtu
Clean and renewable stationary fuels used on-site to generate thermal energy	262,440 (262,440.0 MMBtu) MMBtu
Imported steam, hot water, and/or chilled water from certified/verified clean and renewable sources	0 MMBtu

A brief description of the clean and renewable stationary fuels:

Woody biomass fueled boiler used to generate steam to heat core campus. Wood chips are sourced locally (>50% within 15 miles). Natural gas only used for backup or peak loads.

A brief description of the certified/verified sources of clean and renewable thermal energy:

The wood chips are sourced from local FSC certified land.

Unbundled renewable energy products (report kWh):

	kWh	MMBtu
Purchased RECs, GOs, I-RECs or equivalent unbundled renewable energy products certified by a third party	0 Kilowatt-hours	MMBtu

A brief description of the unbundled renewable energy products:

Total clean and renewable energy generated or purchased:

274,730.64 (274,730.63816 MMBtu) MMBtu

Percentage of total energy consumption from clean and renewable sources:

Website URL where information about the institution’s support for clean and renewable energy is available:

<https://www.uidaho.edu/sustainability/energy>

Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	2 (2.0)
Coal	8 (8.0)
Geothermal	0
Hydro	48 (48.0)
Natural gas	33 (33.0)
Nuclear	0
Solar photovoltaic	0
Wind	9 (9.0)
Other (please specify and explain below)	0

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

mix is from Avista's website at

<https://www.myavista.com/about-us/about-our-energy-mix>

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	75 (75.0)
Coal	0
Electricity	0
Fuel oil	0
Geothermal	0
Natural gas	25 (25.0)
Other (please specify and explain below)	0

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Marc Compton, Project Engineer, Moscow ID ECO District 1
Sources: Avista utility bills, FY23 steam, natural gas, and power generation data from Mckinstry

Data source(s) and notes about the submission:

Marc Compton, Project Engineer, Moscow ID ECO District 1
Sources: Avista utility bills, FY23 steam, natural gas, and power generation data from Mckinstry

Food & Dining

Points Earned 2.51

Points Available 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	0.76 / 6.00
Sustainable Dining	1.75 / 2.00

Food and Beverage Purchasing

Score	Responsible Party
0.76 / 6.00	Monalisa Prasad National Director of Sustainability Chartwells

Criteria

Institution's dining services purchase food and beverage products that meet at least one of the following criteria:

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.
- Plant-based.

An institution with [Real Food Calculator](#) results that have been validated by the Real Food Challenge (U.S.) or [Good Food Calculator](#) results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

Required documentation

For transparency and to help ensure comparability, a completed [STARS Food and Beverage Purchasing Inventory template](#) or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand
- Product description/type
- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

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

Percentage of total annual food and beverage expenditures on products that are sustainably or ethically produced:

2.96 (2.96)

Percentage of total annual food and beverage expenditures on plant-based foods:

19.47 (19.47)

An inventory of food and beverage purchases that qualify as sustainably/ethically produced:

[UIdaho_STARS_2.2_Food_and_Beverage_Purchasing_Inventory.xlsx](#)

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

The methodology for tracking local sustainable purchases is as follows:

1. Gathered all available data from suppliers for July 2022-June 2023.
2. Determined which products are plant-based and certified using knowledge of the products purchased, item descriptions and information from suppliers.

Website URL where the institution's validated Real/Good Food Calculator results are publicly posted:

Which of the following food service providers are present on campus and included in the inventory/assessment?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Student-run food/catering services	No	No
Franchises (e.g., regional or global brands)	Yes	No
Convenience stores	Yes	No
Vending services	Yes	No

	Present?	Included?
Concessions	Yes	No

Total annual dining services budget for food and beverage products:

\$10 million or more

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

Website URL where information about the food and beverage purchasing program is available:

<https://dineoncampus.com/uidaho>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Monalisa Prasad, National Director of Sustainability for Chartwells; Idaho Eats

Data source(s) and notes about the submission:

Monalisa Prasad, National Director of Sustainability for Chartwells; Idaho Eats

Sustainable Dining

Score	Responsible Party
1.75 / 2.00	Monalisa Prasad National Director of Sustainability Chartwells

Criteria

Part 1. Sustainable dining initiatives

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.
- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.
- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

Part 2. Food waste minimization and recovery

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.
- Donates food that would otherwise go to waste to feed people.
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).
- Has a pre-consumer composting program.
- Has a post-consumer composting program.
- Utilizes reusable service ware for "dine in" meals.
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with a composting program).
- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in "to-go" food service operations.

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

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

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?:

Yes

A brief description of the farmers market, CSA or urban agriculture project:

Idaho Eats partners and support the student group named the Hydroponics Clubs by featuring two Hydroponic Gardens in the main dining and purchasing their leftover produce that wasn't sold at the Moscow Winter Market.

The Soil Stewards student-led organic farm holds Harvest sales during the peak harvest seasons. The sales are every Thursday 4-6 p.m. from the end of June through October. On average, 20-30 campus and community members visit the stand. 2-4 students from the club work in the booth, depending on the week and season. The sales include all the seasonal vegetables the farm produces and selections change throughout the summer that are always harvested the day of sale. There is also a Community Supported Agriculture weekly box that provides members with fresh produce.

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:

No

A brief description of the sustainability-themed food outlet:

Idaho Eats serves fair trade certified coffee that is USDA Organic and Rainforest Certified at multiple locations across the University of Idaho campus. In addition, Idaho Eats partners with local favorite One World Cafe who serves Landgrove Coffee, roasted locally in Troy, ID, with many different varieties of beans, many of them fair-traded.

The Eatery offers a dedicated plant-based station that provides a variety of vegetarian and vegan meals for lunch and dinner. Other plant-based items are served in the Eatery and identified by the Balanced U Icon system, specifically the vegetarian and vegan icons. In addition, the Eatery offers an allergen-free station that serves food that excludes the top 9 allergens.

Plant-based food like black bean burgers, Impossible meat, vegetable wraps are available throughout the other Idaho Eats dining locations.

Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:

Yes

A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:

The University of Idaho strives to purchase locally and seasonally whenever possible, whether it's an event in the dining hall or an exclusive catered meal. The University of Idaho supports local SMEs through the purchasing of their goods and products.

In addition, Chartwells at the University of Idaho purchases from local small and medium-sized enterprises (SMEs) from Cuesta Ice, Moscow Co-Op, Vandal Brand Meats, UI's Hydroponic Club, and the Moscow Rotary Club. The Market on campus features Partake Cookies and Pipcorn.

Through Charlies Produce (1,000 associates / larger than medium size), UI purchases fruits and vegetables from the following local farms: Sunset Produce, Davidson Commodities, Northern Fruit Co. and Ostrom Mushroom Farms.

Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:

0.04 (0.039)

Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:

Yes

A brief description of the low impact dining events and/or plant-forward options:

The dining hall features a dedicated vegan and vegetarian station, called Rooted. The dining hall also offers plant-based alternatives in retail dining locations and through catering services.

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:

Yes

A brief description of the vegan dining program:

All dining facilities supply robust well-built vegan and vegetarian options. The Dining hall (Eatery) always served a plant-based option at the dedicated vegan and vegetarian station. Plant-based alternatives are available at all retail dining locations and catering services.

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:

Yes

A brief description of the sustainability labelling and signage in dining halls:

Food waste tips and monthly scores are posted on signage in front of the dish return. There is also signage promoting locally sourced items. Anything that is plant-based is labeled, as is vegan and vegetarian options. The dining hall also features icons that are certified by HowGood, that indicate if the recipe has an environmental and social impact better than a specified % of other food based on HowGood's database of over 2 million products.

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:

Yes

A brief description of the food recovery competition or commitment program or food waste prevention system:

Internal waste-tracking system 'Waste Not' tracks post-production food waste. Pre-consumer food waste is weighed and tracked at each Idaho Eats dining location, then used to determine improvements for food waste reduction in food prep and portioning.

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:

Yes

A brief description of the trayless dining or modified menu/portion program:

The University of Idaho went trayless in September 2010 and reduced post-consumer food waste by approximately 60%. In addition, hot water and dishwashing chemicals were reduced by approximately 40%.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:

Yes

A brief description of the food donation program:

Food is donated monthly. Jack and Olive prepackaged items and cases of fresh produce have been donated to the West Side Food Pantry in Moscow, Idaho. Non-perishable foods past their best-use date are donated to the on-campus Vandal Food Pantry.

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?:

No

A brief description of the food materials diversion program:

Does the institution or its primary dining services contractor have a pre-consumer composting program?:

No

A brief description of the pre-consumer composting program:

There is currently no pre-consumer composting program. However, UI received a grant from the Idaho Department of Environmental Quality to purchase a composting machine that will turn food waste into nutrient-rich compost. The compost will be used in landscaping projects and sold to the community. By fall semester 2024, the composting program will collect food from back-of-house operations.

Does the institution or its primary dining services contractor have a post-consumer composting program?:

No

A brief description of the post-consumer composting program:

There is currently no post-consumer composting program. However, the aforementioned composting program will begin as pre-consumer-only collection, and then will eventually expand to include post-consumer food waste.

Does the institution or its primary dining services contractor utilize reusable service ware for "dine in" meals?:

Yes

A brief description of the reusable service ware program:

Durable, melamine plates, bowls, glassware and metal utensils are featured in The Eatery.

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program)?:

Yes

A brief description of the compostable containers and service ware:

Yes, reusable to-go containers are used.

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers instead of disposable or compostable containers in "to-go" food service operations?:

Yes

A brief description of the reusable container discount or incentives program:

The Eatery features reusable 3 compartment to-go containers from Planet OZZI, BPA and PFAS Free and Made in the USA.

A brief description of other sustainability-related initiatives not covered above:

Idaho Eats makes it a complementary service for meal plan students to participate in the reusable to-go containers from The Eatery. All other guests can opt in for the program for \$10.

Website URL where information about the sustainable dining programs is available:

<http://dineoncampus.com/uidaho>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Monalisa Prasad, National Director of Sustainability for Chartwells; Idaho Eats

Data source(s) and notes about the submission:

Monalisa Prasad, National Director of Sustainability for Chartwells; Idaho Eats

Grounds

Points Earned 1.04

Points Available 4.00

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving resources.

Credit	Points
Landscape Management	0.04 / 2.00
	1.00 / 2.00
	This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:
	<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)
Biodiversity	
	2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.
	Close

Landscape Management

Score	Responsible Party
0.04 / 2.00	Craig Carson Campus Landscape Manager Facilities

Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

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

Total campus area:

4,876.47 (4,876.4663 Acres) Hectares

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides	2.02 (2.02343 Acres) Hectares
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	0 Hectares
Area managed using conventional, chemical-based landscape management practices	109.27 (109.26522 Acres) Hectares
Total area of managed grounds	111.29 (111.28865 Acres) Hectares

A brief description of any land excluded from the area of managed grounds:

The buildings are excluded, as well as the land for the golf course as they are outside of facilities purview.

Percentage of grounds managed organically:

A brief description of the organic landscape management program:

The Soil Stewards Farm is a student-run farm that is managed in accordance with USDA certified organic management standards.

Percentage of grounds managed in accordance with an IPM program:

A copy of the IPM plan or program:

A brief description of the IPM program:

The IPM (IPPM) plan is currently in development; we hope that it will be in effect in 2024.

A brief description of the institution's approach to plant stewardship:

The University of Idaho's approach to plant stewardship includes using existing vegetation, native and ecologically appropriate plants, and controlling or managing invasive species. Native plants are displayed where they will benefit areas of the campus landscape and serve as educational plant material sources for classes and students. There is a list of native plants that are allowed on the University of Idaho campus for various planting efforts of this type. While many regions of the United States have a wide variety of appealing native plant materials, Palouse area native plants are more limited in variety, color, and aesthetic substance, and therefore have a more limited use for the quality standard and image we are trying to maintain.

A brief description of the institution's approach to hydrology and water use:

The University of Idaho attempts to restore and/or maintain the integrity of the natural hydrology of the campus by promoting water infiltration (minimizing runoff), minimizing or eliminating the use of potable water for irrigation, and/or protecting/restoring riparian, wetland, and shoreline habitats and lost streams.

Additionally, the University of Idaho irrigates over 150 acres of campus with reclaimed water, saving up to 100 million gallons per year from the deep aquifer. Some areas of campus, such as those around housing units, must be irrigated with domestic water due to state and federal guidelines. Because of this, reclaimed water cannot replace domestic water completely for irrigation.

In the last few years, the university has added 45 acres of automated irrigation systems, the majority of which is on the reclaimed water system. Automated irrigation reduces water use over hand watering by an estimated 50%. Automated irrigation systems can be operated at night as well, significantly decreasing water lost to evaporation.

<https://www.uidaho.edu/infrastructure/facilities/ues/conservation/water>

A brief description of the institution's approach to landscape materials management and waste minimization:

The university uses two different types of bark mulch; one is cedar chips, which are the same chips used to fuel the steam plant, and the other is a medium red fir bark. The later costs more, and is used in higher profile locations on campus. The cedar chips are used as mulch in medium-low profile locations on campus. All grass clippings and fall leaves are either recycled back onto the turf using recycling mowers or, if collected, taken to the UI Dairy Farm for composting.

Woody tree waste is taken to the steam plant chip pile to be converted into biomass fuel for the wood fired boiler. Hundreds of tons of these types of materials are recycled yearly off campus. Leaves are collected by a street sweeper and composted at the City of Moscow's Transfer Station. Finished compost is distributed to the community, free of charge.

When topsoil is purchased, we try to contract the hauling of our spoils pile (waste soil, concrete, asphalt, rock, etc.) at the same time, so the trucks do not run empty loads.

A brief description of the institution's approach to energy-efficient landscape design:

The University's approach to energy-efficient landscape design includes the placement and selection of shade trees and wind breaks, as well as reflective materials to reduce heat islands.

A brief description of other sustainable landscape management practices employed by the institution:

Safety and effective clearing of streets and walkways on the University of Idaho campus is the primary goal for UI's snow & ice mitigation effort. Sand and less damaging chemicals are used to provide the necessary traction needed for safe travel by pedestrians. For the streets we use rock, magnesium chloride, and salt when needed to clear major ice issues as quickly as possible to ensure the safe flow of vehicle traffic. Snow placement away from woody plant materials is always a goal during mitigation efforts. The amount of snow can change this priority though depending upon available space, resources, and the safety of our students, faculty, and staff.

Website URL where information about the institution's sustainable landscape management program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Although campus has yet to develop a formal IPM policy, essentially all of the efforts follow those principles, with the possible exception of broad scale herbicide applications on the turf to control dandelions and noxious weeds like thistles (required by law). In the Arboretum, there is no use of insecticides or fungicides and try to limit the use of herbicides by widespread use of organic mulches, proper irrigation and mowing to encourage growth of desirable plants and turf, and proper timing of any herbicides that are applied to prevent seed production. The rest of campus does very limited insecticide treatments to control specific issues and very limited chemical fertilizer applications combined with aeration and top-dressing compost on the turf areas.

Source: Paul Warnick, Horticulturist; University of Idaho Arboretum and Botanical Garden

Data source(s) and notes about the submission:

Although campus has yet to develop a formal IPM policy, essentially all of the efforts follow those principles, with the possible exception of broad scale herbicide applications on the turf to control dandelions and noxious weeds like thistles (required by law). In the Arboretum, there is no use of insecticides or fungicides and try to limit the use of herbicides by widespread use of organic mulches, proper irrigation and mowing to encourage growth of desirable plants and turf, and proper timing of any herbicides that are applied to prevent seed production. The rest of campus does very limited insecticide treatments to control specific issues and very limited chemical fertilizer applications combined with aeration and top-dressing compost on the turf areas.

Source: Paul Warnick, Horticulturist; University of Idaho Arboretum and Botanical Garden

Biodiversity

Score

1.00 / 2.00

Responsible Party

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- 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)

Olivia Wiebe
Sustainability
Manager
Office of the
President

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

[Close](#)

Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

The institution has plans or programs in place to protect or positively affect the species, habitats, and/or ecosystems identified.

Assessments conducted and programs adopted by other entities (e.g., government, university system, or NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, or regions of conservation importance?:

Yes

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

Rinker Rock Creek Ranch is a legally protected area in that it is enrolled in a Conservation Easement held by the Natural Resources Conservation Service. It encompasses nearly all of the 10,400 ac of private land and allows for the utilization of agricultural resources consistent with the Grassland Reserve Program. The ranch partners with many entities to conduct work on the ranch, and these entities comprise the advisor board:

Idaho Cattle Association
Idaho Department of Fish and Game
Idaho Governor's Office of Species Conservation
Idaho Rangeland Resource Commission
Idaho Soil and Water Conservation Commission
The Nature Conservancy
Wood River Land Trust

Supporting agencies include those not formally on the board:

Bureau of Land Management
Natural Resource Conservation Service
U.S. Fish and Wildlife Service

Has the institution conducted an assessment to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?:

Yes

A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:

ESA Status:

Threatened Species:

Steelhead (Snake River Basin DPS)
Chinook Salmon (Snake River fall-run ESU)
Chinook Salmon (Snake River spring/summer-run ESU)
Bull Trout

Petitioned:

Western Bumble Bee
Little Brown Bat
Northern Bog Lemming

Recovered:

Peregrine Falcon
Bald Eagle
Gray Wolf

Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:

No

A brief description of areas of biodiversity importance on land owned or managed by the institution:

The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance and any ongoing assessment and monitoring mechanisms:

The Office of Sustainability sent fillable files to staff at Rinker Rock Creek Ranch and the Taylor Wilderness Research Station that included 34 species in need of conservation listed under the U.S. Endangered Species Act and/or by the Idaho Department of Fish and Game and the Governor's Office of Species Conservation.

Staff from both research sites reported which of the 34 species had been recorded on the properties.

Ongoing monitoring at the Rinker Rock Creek Ranch includes monitoring for greater-sage grouse using ground-surveys and aerial surveys for leks and surveys for Columbian Spotted Frogs with high school students using nets.

A brief description of the scope of the assessment(s):

The scope of this assessment was restrained to the 34 species listed by the state of Idaho and to the campuses included in the Institutional Boundary identified for this STARS submission.

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

Due to limited funding and personnel at Rinker Rock Ranch, no formal protection plans or program are in place. The next priority will be surveys for the federally threatened Western Yellow-billed Cuckoo once funds are available for contracting with a certified professional.

Estimated percentage of areas of biodiversity importance that are also protected areas :

Website URL where information about the institution's biodiversity initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Rinker Rock information: Tracey Johnson, Associate Professor of Habitat Ecology, Rinker Rock Creek Ranch

Taylor Wilderness information: Andrew Armstrong, Superintendent of the Taylor Wilderness Research Station

Assessment methodology: Olivia Wiebe, Sustainability Manager; Office of the President

Data source(s) and notes about the submission:

Rinker Rock information: Tracey Johnson, Associate Professor of Habitat Ecology, Rinker Rock Creek Ranch

Taylor Wilderness information: Andrew Armstrong, Superintendent of the Taylor Wilderness Research Station

Assessment methodology: Olivia Wiebe, Sustainability Manager; Office of the President

Purchasing

Points Earned 2.80

Points Available 6.00

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit	Points
Sustainable Procurement	1.75 / 3.00
Electronics Purchasing	0.00 / 1.00
Cleaning and Janitorial Purchasing	0.86 / 1.00
Office Paper Purchasing	0.19 / 1.00

Sustainable Procurement

Score

1.75 / 3.00

Responsible Party

Julia McIlroy
Director
Contracts and Purchasing Services

Criteria

Part 1. Institution-wide sustainable procurement policies

Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example:

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

Part 2. Life Cycle Cost Analysis

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

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	<ul style="list-style-type: none">• Published measures to minimize the use of chemicals.• A stated preference for green cleaning services and third party certified products.• Including sustainability objectives in contracts with service providers.
B. Consumable office products Batteries, lamps, paper, toner cartridges	<ul style="list-style-type: none">• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., FSC) content.• A stated preference for extended use, rechargeable, or remanufactured products.• A stated preference for low mercury lamps.
C. Furniture and furnishings Furniture, flooring, ceilings, walls, composite wood.	<ul style="list-style-type: none">• A stated preference for third party certified materials and products (e.g., FSC or LEVEL certified)• A stated preference for furnishings that are low-VOC or free of flame retardants
D. Information technology (IT) and equipment Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	<ul style="list-style-type: none">• Published measures to reduce the demand for equipment.• A stated preference for ENERGY STAR, TCO Certified, Blue Angel, or EPEAT registered products.• A stated preference for ACT-labeled laboratory products
E. Food service providers Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)	<ul style="list-style-type: none">• Including sustainability objectives in contracts with on-site food service providers.• Requiring that dining service contractors pay a living wage to employees.

F. Garments and linens

Clothing, bedding, laundry services.

- Published labor and human rights standards that clothing suppliers must meet.
- A stated preference for organic, bio-based, or recycled content textiles.

G. Professional service providers

Architectural, engineering, public relations, and financial services.

- A stated preference for disadvantaged businesses, social enterprises, or B Corporations.

H. Transportation and fuels

Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.

- Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
- A stated preference for clean and renewable technologies.

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

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

Does the institution have written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories institution-wide?:

No

A copy of the policies, guidelines or directives:

The policies, guidelines or directives:

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:

Yes

Which of the following best describes the institution's use of LCCA?:

Institution employs LCCA as a matter of policy and standard practice when evaluating all energy- and water-using products, systems and building components

A brief description of the LCCA policy and/or practices:

The university engages in a decision-making process accounting for LCCA of assets during repair, replacement of equipment as well as prior to making operations and maintenance and or capital investment. The university reviews energy and water conservation of all facilities and infrastructure assets employing a systematic approach to preventive and predictive maintenance with commissioning of energy and water system components. The process is exercised in a decentralized yet, formal method of staffing involving facilities units responsible for the alteration, repair and maintenance and capital investment of resources serving campus facilities and infrastructure. Staffing of LCCA serves to replace, repair and or construct new assets and components with the most practical energy management and water conservation best management practices available. The universities integration of LCCA further serves to steward natural, physical and fiscal resources serving the campus.

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services?:

Yes

A brief description of the published sustainability criteria for chemically intensive products and services:

University of Idaho Green Cleaning Policy within Facilities

University of Idaho Building Services' Mission is to provide a dynamic learning environment and meet the needs of its diverse community. Team Cleaning Specialist should strive at all times to be sure that this environment is kept clean, comfortable, healthy and inviting to the community. All areas should be maintained in a way that provides a sense of pride to those who work and who are educated within the buildings, through the efforts of the U of I custodial staff.

In keeping with this mission, and with the university's commitment to sustainability, a "Green Cleaning" policy has been adopted. This policy includes the types of cleaning products used, types of equipment used and the methods and practices adopted, as well as thorough training of custodial staff, and a commitment by the Building Services department to practice and promote environmentally friendly cleaning procedures.

Facilities, Building Services' Green Cleaning Policy is posted online at

<https://www.uidaho.edu/infrastructure/facilities/building-services>

Building Services will show its commitment to this policy and to the environment by adopting the following goals:

- Using Sustainable Earth or other cleaning products that meet Green Seal standards, or products with low levels of VOCS (volatile organic compounds) whenever possible.
- Purchasing and using only CRI certified power equipment in this facility, and maintaining that equipment to that standard.
- Using concentrated cleaning products whenever possible.
- Using a cleaning products system whereby the chemicals are propositionally and accurately diluted with cold water.
- Eliminating phosphates and aerosol products.
- Using ECO Green paper products that meet EPA standards for high post-consumer recycling content.
- Compliance with all relevant laws, regulations, legislation and industry standards.
- Conserving energy, water, and resources while providing a clean, sanitary, and healthy environment.
- Instilling a sense of pride and environmental responsibility in the custodial staff, making them aware of how the products, equipment, and methods they use to clean impact the earth.
- Training custodial staff as to the proper use of the cleaning products, supplies, and equipment by the vendors supplying these items, and by the custodial staff trained by these vendors.
- Voicing the expectation that these methods must be followed, and that it is the responsibility of the

custodial staff to do so.

- Using every opportunity to learn and to educate others, in the “green cleaning” methods and standards, and to promote the benefits of “green cleaning” whenever possible.
- Physically do monthly building cleaning audits on all academic buildings to ensure the level of cleanliness is kept up to a high standard.

Does the institution have published sustainability criteria to be applied when evaluating consumable office products?:

Yes

A brief description of the published sustainability criteria for consumable office products:

On July 1, 2011, the university adopted Recycled Paper policy 60.50 with preference given to post-consumer recycled content paper.

<https://www.uidaho.edu/apm/60/50>

Preamble: This policy was implemented in 2011 to align procurement processes with sustainability efforts at the University and to be sensitive to the impact purchases have on the environment.

A. Definitions.

A-1. Post-Consumer Waste: A material or finished product that has served its intended use and has been discarded for disposal or recovery having completed its life as a consumer item.

A-2. Acid Free: Paper products that have had the acid removed from the pulp leaving it with a neutral pH of 7.

A-3. Processed Chlorine Free: Recycled paper in which the recycled content is unbleached or bleached without chlorine or chlorine derivatives. Any virgin material portion of the paper must be unbleached or processed entirely free of chlorine derivatives.

B. Policy. All University of Idaho units are required to purchase office paper with a minimum sustainable specification of acid-free 30% post-consumer waste recycled paper content. In addition, colored paper and paper of other sizes will be purchased as a 30% or higher recycled, acid-free paper. The University strongly supports purchasing the maximum recyclable content possible, up to 100% recycled, Processed Chlorine Free paper. This policy applies to the University Copy Center's regular copiers and printers, but does not apply to any custom print jobs.

C. Process/Procedure. The University's contracted vendors (available from Contracts and Purchasing Services, D below) are aware of the policy and stock appropriate product(s).

D. Contact Information. Assistance in obtaining suitable product or implementation of this policy can be obtained through Contracts and Purchasing Services or the University of Idaho Sustainability Center (Purchasing Services).

Does the institution have published sustainability criteria to be applied when evaluating furniture and furnishings?:

No

A brief description of the published sustainability criteria for furniture and furnishings:

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) and equipment?:

No

A brief description of the published sustainability criteria for Information Technology (IT) and equipment:

Does the institution have published sustainability criteria to be applied when evaluating food service providers?:

Yes

A brief description of the published sustainability criteria for food service providers:

Sustainability Objectives within the Dining Contract include goals to:

1. Purchase 12% of food from locally produced/raised sources
2. Purchase 71% of food from regionally produced/raised sources
3. Work with the campus registered dietitian to improve menus towards healthier, medically necessary, and culturally sensitive diet options and to reduce on-campus access to, and availability of, calorie-dense and nutritionally empty foods.
4. Implement point-of-decision nutrition interventions to meet national nutrition standards outlined in the USDA Dietary Guidelines: calorie labeling, marketing and placement of healthy options, allergen food labels, and a website with weekly dining menus.

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:

No

A brief description of the published sustainability criteria for garments and linens:

Does the institution have published sustainability criteria to be applied when evaluating professional service providers?:

No

A brief description of the published sustainability criteria for professional service providers:

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels?:

No

A brief description of the published sustainability criteria for transportation and fuels:

Website URL where information about the institution's sustainable procurement program or initiatives is available:

<https://www.uidaho.edu/apm/60>

Additional documentation to support the submission:

[OP 11_part 3_ Biomass Fuels documentation.pdf](#)

Data source(s) and notes about the submission:

Institution Wide Policy: Julia McIlroy, Director, Purchasing Services

Chemically Intensive Products and Services: Tom Fischer, Former Director, Facilities--Building Services

Food Services, Wood and Paper: Jeannie Matheison, Former Director, Sustainability Center

Information Technology: Pete Varney, Manager, Vandal Sphere Support

Data source(s) and notes about the submission:

Institution Wide Policy: Julia McIlroy, Director, Purchasing Services

Chemically Intensive Products and Services: Tom Fischer, Former Director, Facilities--Building Services

Food Services, Wood and Paper: Jeannie Matheison, Former Director, Sustainability Center

Information Technology: Pete Varney, Manager, Vandal Sphere Support

Electronics Purchasing

Score

0.00 / 1.00

Responsible Party

Julia McIlroy
Director
Contracts and Purchasing Services

Criteria

Institution purchases electronic products that are:

- EPEAT registered,
- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/ administered by a [Global Ecolabelling Network](#) or [ISEAL Alliance](#) member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR
- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

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

Data source(s) and notes about the submission:

Darren Kearney, Director. Office of Information

Technology https://storage.googleapis.com/stars-static/secure/707/7/661/6025/UI%20P-12%20Electronics%20Purchasing%20documentation.docx?X-Goog-Algorithm=GOOG4-RSA-SHA256&X-Goog-Credential=stars-gcs-dev%40aashe-migration.iam.gserviceaccount.com%2F20230906%2Fauto%2Fstorage%2Fgoog4_request&X-Goog-Date=20230906T153711Z&X-Goog-Expires=86400&X-Goog-SignedHeaders=host&X-Goog-Signature=3ad1f2653a434c30f3bac819b26a74312b68327f1418d4fcc822434053eca5ad5d00bbee11b71fdbb976d330cc9cb51ee6a8cd46323aa3e617646112e107b936646a017e6efaba6314577e8d767c7f09cce52087ba174d823346a588b318d6f04adebfb33ea1196e0e160423139dcc058c5bdf79f5395ff7f6eec58dc87f9fa5e716d19260ee0ea86c7133b3e865f72bc70029f8eb7a3e05b207c7dfd964f9428531cd1bdcc6afdd8a4cd15e829d1d6847f8b1f3ca8a2b57eb16181bc92b74394873d81653a9b7c44d5bc80a84fee900cec8fdbb239d8d50de7f83d278ceeccd2bd9eabaca1f79f036cd2111836aca632706e09d34193932a20fbca07fb

Cleaning and Janitorial Purchasing

Score

0.86 / 1.00

Responsible Party

Kenneth McCurry
Director of Facility Services
Facilities

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)
- Cradle to Cradle Certified
- ECOLOGO certified (UL Environment)
- EU Ecolabel
- Forest Stewardship Council (FSC) certified
- Good Environmental Choice Australia (GECA) certified
- Green Seal certified
- Nordic Swan labeled (Nordic Ecolabelling Board)
- U.S. EPA Safer Choice labeled
- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by [Global Ecolabelling Network](#) and/or [ISEAL Alliance](#) member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Total annual expenditures on cleaning products:

21,721 (21,721.0 US/Canadian \$) US/Canadian \$

Annual expenditures on certified green cleaning products:

3,357 (3,357.0 US/Canadian \$) US/Canadian \$

Total annual expenditures on janitorial paper products:

106,801 (106,801.0 US/Canadian \$) US/Canadian \$

Annual expenditures on certified green janitorial paper products:

106,801 (106,801.0 US/Canadian \$) US/Canadian \$

A brief description of the time period on which the figures reported above are based :

July 1, 2022, to June 30, 2023

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:

Website URL where information about the institution's cleaning and janitorial purchasing is available:

Additional documentation to support the submission:

[OP-13_response_9-8-23.xlsx](#)

Data source(s) and notes about the submission:

Kenneth McCurry, Director; Custodial Services

Data source(s) and notes about the submission:

Kenneth McCurry, Director; Custodial Services

Office Paper Purchasing

Score
0.19 / 1.00

Responsible Party
Julia McIlroy
Director
Contracts and Purchasing Services

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Total annual expenditures on office paper:

57,987 (57,987.0 US/Canadian \$) US/Canadian \$

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	7,286 (7,286.0 US/Canadian \$) US/Canadian \$
30-49 percent	22,286.12 (22,286.12 US/Canadian \$) US/Canadian \$
50-69 percent	507.67 (507.67 US/Canadian \$) US/Canadian \$
70-89 percent (or FSC Mix label)	0 US/Canadian \$
90-100 percent (or FSC Recycled/100% label)	129.72 (129.72 US/Canadian \$) US/Canadian \$

A brief description of the time period from which the figures reported above are drawn:

Figures reported above are drawn from June 2022 - June 2023

Website URL where information about the institution's paper purchasing is available:

<http://www.uidaho.edu/apm/60/50>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Paper purchases on campus are highly decentralized and fall below the bid threshold for Purchasing Services review. As such, data on purchase totals was compiled with information from a vendor.

Data source(s) and notes about the submission:

Paper purchases on campus are highly decentralized and fall below the bid threshold for Purchasing Services review. As such, data on purchase totals was compiled with information from a vendor.

Transportation

Points Earned 3.99

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	0.05 / 1.00
Commute Modal Split	3.14 / 5.00
Support for Sustainable Transportation	0.80 / 1.00

Campus Fleet

Score

0.05 / 1.00

Responsible Party

Steve Mills
Transportation Director
PTS

Criteria

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

1. Gasoline-electric hybrid,
2. Diesel-electric hybrid,
3. Plug-in hybrid,
4. 100 percent electric (including electric assist utility bicycles and tricycles),
5. Fueled with Compressed Natural Gas (CNG),
6. Hydrogen fueled,
7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR
8. 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)

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:

731 (731.0)

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-only	679 (679.0)
Diesel-only	17 (17.0)
Gasoline-electric hybrid	0
Diesel-electric hybrid	0
Plug-in hybrid	0
100 percent electric	35 (35.0)
Fueled with Compressed Natural Gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel	0
Fueled with locally produced, low-level biofuel	0

Do the figures reported above include leased vehicles?:

Yes

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

Beginning in late 2023, the UI developed a plan to implement an on-campus rental program for 100% electric carts. These carts would be available for internal campus tours, moves and general transportation. It is anticipated that the program may roll-out as early as summer 2024 and could displace the use of some internal combustion engine assets. Year-round efforts will still be limited due to inclement weather and freezing temperatures between the months of October and March.

Website URL where information about the institution's motorized fleet is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Total vehicle count comes from UI Risk Office, Carry Salonen. 731 university vehicles, trailers or ATV's covered through either full coverage or liability as of July 1.

Fuel information gathered from:

Darrell Stout (CNR motorpool manager), Rusty Vineyard (Pam Hilliard, Lew Paul, Craig Carson) for Facilities vehicles, and David Pittsley (College of Ag Exec Admin Asst). Largest fleets of vehicles are operated by Facilities, CNR and College of Ag.

CNR Motorpool website:

<https://www.uidaho.edu/cnr/forms-resources/mp>

Data source(s) and notes about the submission:

Total vehicle count comes from UI Risk Office, Carry Salonen. 731 university vehicles, trailers or ATV's covered through either full coverage or liability as of July 1.

Fuel information gathered from:

Darrell Stout (CNR motorpool manager), Rusty Vineyard (Pam Hilliard, Lew Paul, Craig Carson) for Facilities vehicles, and David Pittsley (College of Ag Exec Admin Asst). Largest fleets of vehicles are operated by Facilities, CNR and College of Ag.

CNR Motorpool website:

<https://www.uidaho.edu/cnr/forms-resources/mp>

Commute Modal Split

Score

3.14 / 5.00

Responsible Party

Steve Mills
Transportation Director
PTS

Criteria

Part 1. Student commute modal split

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, 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.

Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, 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 worksites.

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

Total full-time equivalent student enrollment:

9,175 (9,175.0)

Full-time equivalent of employees:

2,313 (2,313.0)

Has the institution gathered data about student commuting behavior?:

Yes

Total percentage of students that use more sustainable commuting options as their primary mode of transportation:

68.10 (68.1)

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

The sustainability cultural assessment (EN-6) was disseminated by email in September 2023 to the entire campus community (students, staff, and faculty) and included a section on commuter behaviors. Respondents were asked how often they used certain transportation modes (i.e., single-occupancy vehicle, zero-emissions vehicle, walk, cycle, van or carpool, public transit, or motorized scooter/bike/e-bike). Those who selected zero-emissions vehicle were asked where they charge their vehicles and if they wished to see more charging stations on our campus. Respondents were then asked how far their one-way commute is and how many days per week they commute to campus.

Has the institution gathered data about employee commuting behavior?:

Yes

Total percentage of employees that use more sustainable commuting options as their primary mode of transportation:

41.80 (41.8)

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

All employees received an email invitation to participate in the sustainability cultural assessment in September 2023, which included a section on commuter behaviors (see above text box for further description; students and employees took identical surveys).

Percentage of students and employees that use the following as their primary mode of transportation:

	Percentage of students (0-100)	Percentage of employees (0-100)
Single-occupancy vehicle	31.90 (31.9)	58.10 (58.1)
Zero-emissions vehicle	1.20 (1.2)	3 (3.0)
Walk, cycle, or other non-motorized mode	51.70 (51.7)	25.40 (25.4)
Vanpool or carpool	9 (9.0)	7.90 (7.9)
Public transport or campus shuttle	3 (3.0)	2.40 (2.4)
Motorcycle, motorized scooter/bike, or moped	3 (3.0)	3 (3.0)
Distance education / telecommute	---	---

Website URL where information about student or employee commuting is available:

<https://www.uidaho.edu/sustainability/transportation>

Additional documentation to support the submission:

[2023_Commuter_Behavior_Questions.pdf](#)

Data source(s) and notes about the submission:

Employee and student enrollment count data provided by Institutional Research office (

iea-data@uidaho.edu

)

Part 1: Steven Mills, Director; Parking and Transportation Services

Part 2: Olivia Wiebe, Sustainability Center Coordinator; Department of Student Involvement

Data source(s) and notes about the submission:

Employee and student enrollment count data provided by Institutional Research office (

iea-data@uidaho.edu

)

Part 1: Steven Mills, Director; Parking and Transportation Services

Part 2: Olivia Wiebe, Sustainability Center Coordinator; Department of Student Involvement

Support for Sustainable Transportation

Score

0.80 / 1.00

Responsible Party

Steve Mills
Transportation Director
PTS

Criteria

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

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
 - 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.
 - Offers preferential parking or other incentives for fuel efficient vehicles.
 - Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.
 - Has incentives or programs to encourage employees to live close to campus.
 - Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.
-

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

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

Yes

A brief description of the bicycle sharing program:

The University of Idaho, Parking and Transportation Services, partners with local business Paradise Creek Cycles to manage a bicycle rental program. UI PTS has purchased 20 bicycles for use in this program. Students may rent a bicycle from PTS per semester or year. As part of the partnership with Paradise Creek Cycles, students may take the rented bicycle to the business for routine repair and maintenance. Paradise Creek Cycles will in-turn invoice PTS for those repairs. Routine maintenance and repair costs are not the responsibility of the student; damage deemed due to negligence is. Should a student rent a bicycle from PTS for all four years of higher education, the bicycle becomes theirs to keep.

Does the institution participate in a car sharing program?:

No

A brief description of the car sharing program:

Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:

Yes

A brief description of the incentives for fuel efficient vehicles:

Preferential parking for motorcycles and bicycles is located throughout the campus core and outlying areas. A total of 28 specially marked areas are signed specifically for motorcycle parking. Bicycle parking, as well as bicycle storage, is located at residence halls and throughout the campus pedestrian mall where vehicles are not authorized to drive or park without a special access permit.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

Yes

A brief description of the electric vehicle recharging stations:

The university has two level 2 EV charging stations, with two 240V, J1772 connectors, accessible to the campus and community. Charging stations are located at the Institutional Research and Innovation Center (IRIC) the university's first LEED gold building. Users with a ChargePoint account are able to charge electric vehicles for up to four hours for free. There is a small parking meter fee.

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 programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting?:

Yes

A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:

The University of Idaho supports three programs designed to encourage incoming students to leave a personal vehicle at home; SMART Transit, Lyft Credit, and Vandal Break Bus.

SMART Transit is the local transit authority providing service to the community of Moscow and the University of Idaho. The UI PTS provides annual funding to SMART Transit. This funding, as well as federal grants, allow SMART Transit to offer services free of charge, for all riders, six days a week. As a benefit, the UI PTS Director and Assistant Manager are members of the SMART Transit Board and have input on operations.

Recognizing a need to provide UI students with alternative transportation options during the hours SMART Transit is unavailable, UI PTS launched a program in November 2021 to provide 100% free ride-share trips to students anywhere in Moscow as well as to the Pullman-Moscow Regional airport and to the WSU campus. The current program utilizes Lyft. Students each receive a monthly Lyft credit to be used for rides within a 10-mile radius of campus. Students are actively encouraged to share Lyft rides, and therefore exponentially increase the availability of free alternative transportation.

The UI contracts with local business Salt Lake Express to provide the Vandal Break Bus offering trips to southern Idaho during academic breaks. This service is heavily promoted to students during

recruitment events with encouragement to leave the personal vehicle at home completely or take advantage of a commercial bus-ride rather than drive a personal vehicle on breaks. Three buses are available, each with seating for up to 53 riders. These buses are available for Fall, Winter and Spring academic breaks and potentially eliminate up to 159 individual vehicle roundtrips.

The UI has a fixed amount of surface parking available. This, coupled with measured increases in parking permit prices, provides some additional encouragement for faculty, staff and students to explore and take advantage of alternative transportation.

Website URL where information about the institution's support for sustainable transportation is available:

<https://www.uidaho.edu/infrastructure/parking/alternative-transportation>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

EV data: Marc Compton, Mechanical Engineer, Facilities
Program/initiative information from Steven Mills, UI PTS

Data source(s) and notes about the submission:

EV data: Marc Compton, Mechanical Engineer, Facilities
Program/initiative information from Steven Mills, UI PTS

Waste

Points Earned 4.36

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 and Diversion	3.61 / 8.00
Construction and Demolition Waste Diversion	0.00 / 1.00
Hazardous Waste Management	0.75 / 1.00

Waste Minimization and Diversion

Score

3.61 / 8.00

Responsible Party

Josh Manni
Recycling Foreperson
Facilities

Criteria

Part 1. Reduction in total waste per person

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. Total waste per person

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.

Part 3. Waste diverted from the landfill or incinerator

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

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

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

Consistent with the U.S. Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double-counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	55.48 (55.482511560187135 Tons) Metric tons	220.61 (220.60918525820088 Tons) Metric tons
Materials composted	0 Metric tons	0 Metric tons
Materials donated or re-sold	32.78 (32.77658468368615 Tons) Metric tons	127 (127.0 Tons) Metric tons
Materials disposed through post-recycling residual conversion	0 Metric tons	0 Metric tons
Materials disposed in a solid waste landfill or incinerator	849.98 (849.9776710083837 Tons) Metric tons	997.90 (997.9032148368326 Tons) Metric tons
Total waste generated	938.24 (938.236767252257 Tons) Metric tons	1,345.52 (1,345.5182638015394 Tons) Metric tons

A brief description of the residual conversion facility:

--

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

	Start Date	End Date
Performance Period	June 1, 2022	July 1, 2023
Baseline Period	Jan. 1, 2005	Dec. 31, 2005

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

The performance period is fiscal year 2023, but the campus recycling program did not start until April 2023, so we can only report three months of data (April, May, and June 2023).

We have chosen to use the baseline year of 2005 because that is one year before sustainability had a presence on our campus; using the data from 2005 gives us a good picture of how far we have progressed in our efforts to reduce waste.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	3,925 (3,925.0)	2,000 (2,000.0)
Number of employees resident on-site	16 (16.0)	8 (8.0)
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	9,175 (9,175.0)	10,415 (10,415.0)
Full-time equivalent of employees	2,313 (2,313.0)	2,254 (2,254.0)
Full-time equivalent of students enrolled exclusively in distance education	635.48 (635.48)	0
Weighted campus users		

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.10 (0.10282452428284919 Metric tons)	0.13 (0.13450138835951914 Metric tons)

Percentage reduction in total waste generated per weighted campus user from baseline:

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes

	Yes or No
Food	Yes
Cooking oil	No
Plant materials	Yes
Animal bedding	Yes
White goods (i.e. appliances)	Yes
Electronics	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes
Scrap metal	Yes
Pallets	Yes
Tires	No
Other (please specify below)	Yes

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Other materials the institution has recycled and/or re-sold include, but are not limited to: office furniture, vehicles, farm equipment, shop equipment, electronics, fluorescent tubes, mercury tubes, sodium vapor bulbs, and compact tubes.

Materials intended for disposal but subsequently recovered and reused on campus, performance year:

Does the institution use single stream recycling to collect standard recyclables in common areas?:

Yes

Does the institution use dual stream recycling to collect standard recyclables in common areas?:

No

Does the institution use multi-stream recycling to collect standard recyclables in common areas?:

No

Average contamination rate for the institution's recycling program:

30 (30.0)

A brief description of any recycling quality control mechanisms employed:

The Office of Sustainability in collaboration with campus facilities reinstated a campus recycling program, which started in April 2023. Quality control of recycling on campus involves educating staff and students on proper recycling practices with resources such as an informational website, online

trainings, and educational signage. Facilities staff also remove any contaminated materials prior to deposition into the collection truck to reduce contaminated materials being transported to the material recovery facility.

A brief description of the institution's waste-related behavior change initiatives:

In 2023, the Student Sustainability Cooperative hosted a month of programming to bring awareness to sustainability challenges and empowering solutions on campus. The first week's theme was "Waste", with two large engagement events and an educational campaign that covered recycling, composting, and waste reduction strategies applicable to campus.

The first event was the SSC Recycling Fair, which was held in the Idaho Student Union Building (ISUB), decorated with entirely recycling materials and hosted seven themed tables that detailed the various methods of recycling, including Rethink, Repair, Reuse, and Recycle. The fair featured special topic tables hosted by the Associated Students of UI student government and the Apparel and Textile Design (ATD) club. The SSC employed a student Recycling Lead who ran a recycling sorting game where participants were entered into a drawing for a countertop composter.

The second event was a large clothing swap in partnership with the ATD club, held in the Student Lounge of the ISUB. Participants were encouraged to bring clothing to swap and clothing that needed mending. 53 participants reclaimed over 150 items of clothing, with the remaining 100 items brought to Earth Jam for screen-printing.

The Office of Sustainability also hosted on-demand recycling presentations to employee and student groups. Over 50 presentations were conducted in the academic semester leading up to the single-stream program launch.

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

Internal Audit Services provides independent and objective auditing and consultation services designed to add value and improve the university's operations, and to help the university accomplish its objectives by evaluating the effectiveness of risk management, internal control, and governance processes. Internal Audit conducts investigations of potential violations of the university's ethics policy, which includes fraud, waste, and abuse.

A brief description of the institution's procurement policies designed to prevent waste:

UI Purchasing Services works with vendors to purchase items that utilize recyclable packaging and low-waste options. This is beneficial not only for the environment but makes maintenance and cleaning of UI facilities more cost effective."

The Office of Sustainability offers a "Green Office" certification program that includes sustainable office supply purchasing as a requirement for higher levels of certification.

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

The University Surplus operation manages the auction and sale of university assets that are no longer in active use, as part of the Recycling Surplus and Solid Waste Division.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:

Items for surplus can be previewed by UI departments and other agencies two weeks prior to a Public Auction. In addition, pre-priced items are sold in an on-campus store which is open to all.

A brief description of the institution's limits on paper and ink consumption:

Students are allowed to print 250 pages each semester (\$12.50 each semester). Each black & white page is \$0.05 and is worth 1 page deducted from the quota of 250. Color pages cost \$1.00 and are worth 20 pages deducted from the quota. Double sided printing is the default in most computer labs (a double-sided printed page is weighted as a single printed page)

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

Course catalogs, course schedules and directories are all available, by default, online. A limited number of printed course catalogs are provided to college advisers.

Professors are encouraged to provide their course schedule, syllabus, and homework online through Canvas, a virtual learning environment and course management system, or through a course website.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

In 2023, the Student Sustainability Cooperative partnered with the local Habitat for Humanity chapter to offer donation pick-up services for students moving out of residence halls or the Greek community. Personal furniture items that may be abandoned or thrown in campus dumpsters were recovered and donated to Habitat for Humanity, and students were encouraged to bring unwanted clothing to the clothing swap held in April.

The Vandal Food pantry had donation bins accessible to the public to recover usable food items during move-out.

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

The Student Sustainability Coordinator employs a student with the title of Recycling Lead (RL) who plans and implements 3-5 events or programs a semester that focus on reuse, reducing waste, and proper recycling techniques. Examples of these programs include:

1.) Refill/Reclaim" The RL collects reusable water bottles from around campus, including overstocked promotional items and lost-and-found items that are slated for the landfill, washes the bottles, and places them in the Vandal Food Pantry. This allowed the Vandal Food Pantry to stop stocking single-use plastic water bottles and rescued over 200 usable water bottles from the landfills. Refill/Reclaim provides free water bottles to keep permanently, or to borrow and return. Donations are accepted in the office of the Sustainability Coordinator.

2.) Trex Recycling: The RL coordinated with campus Building Managers to install 3 plastic film collection points that are sent off to TREX to become decking. Nearly 45 pounds of plastic has been recovered through 3 bins across campus.

3.) Mending workshops: In coordination with ATD faculty and students, participants were invited to bring any items in need of mending to the workshops, where they learned various techniques for repair and were provided with basic mending kits. Participants were also given a presentation about textile waste and sustainable fashion.

Website URL where information about the institution's waste minimization and diversion efforts is available:

<http://www.uidaho.edu/infrastructure/facilities/les/recycling>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

After years of being on pause due to the pandemic and other complications, the Office of Sustainability successfully reinstated the campus recycling program in April 2023.

We currently do not have data for the tonnage of items donated and/or resold through our campus surplus program. We are working with our partners in facilities to improve our data collecting methods for donated and/or resold items, as well as for all other forms of waste.

Our dining services provider, Idaho Eats, occasionally donates leftover, non-perishable food items to the Vandal Food Pantry, an on-campus food pantry that is free and available to our campus community.

Josh Manni, Surplus and Solid Waste Foreperson; Facilities

Programs and Initiatives: Olivia Wiebe, Sustainability Manager, Office of Sustainability

Data source(s) and notes about the submission:

After years of being on pause due to the pandemic and other complications, the Office of Sustainability successfully reinstated the campus recycling program in April 2023.

We currently do not have data for the tonnage of items donated and/or resold through our campus surplus program. We are working with our partners in facilities to improve our data collecting methods for donated and/or resold items, as well as for all other forms of waste.

Our dining services provider, Idaho Eats, occasionally donates leftover, non-perishable food items to the Vandal Food Pantry, an on-campus food pantry that is free and available to our campus community.

Josh Manni, Surplus and Solid Waste Foreperson; Facilities

Programs and Initiatives: Olivia Wiebe, Sustainability Manager, Office of Sustainability

Construction and Demolition Waste Diversion

Score

0.00 / 1.00

Responsible Party

Josh Manni
Recycling Foreperson
Facilities

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 Documentation Fields will not be displayed.

Hazardous Waste Management

Score

0.75 / 1.00

Responsible Party

Samir Shahat

University Safety Officer & Executive Director
Environmental Health and Safety

Criteria

Part 1. Hazardous waste minimization and disposal

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. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards[®] and/or Responsible Recycling (R2) standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

The University takes multiple steps to reduce waste:

- Surplus chemicals from laboratories are reused and redistributed through departments and/or chem-stores.
- Environmental Health and Safety (EHS) staff discuss waste minimization during training sessions and with individual waste generators.
- Lab users are encouraged to use Less-hazardous materials. For example, "Alconox" laboratory glassware cleaner is used in place of more hazardous options like a chromic acid/sulfuric acid mixture.
- Lab users are encouraged to use non-mutagenic dyes (like GelGreen) rather than ethidium bromide dyes.
- PCB ballasts and high mercury lamps have been replaced with LED lights.
- All universal waste (for example, Aerosol cans, mercury containing devices and batteries) are collected and disposed of by EHS staff.
- Used oil and used coolant are collected by EHS and disposed of by a recycling vendor.
- All grease and frying oil from food services is collected by a recycling vendor who produces biodiesel.

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

- All generators of hazardous waste must attend a training class that provides program information.
- Hazardous waste is centrally managed by the EHS. EHS packages waste for shipment at least every 90 days to a permitted Treatment, Storage and Disposal Facility (TSDF).
- EHS personnel collect universal waste lamps and batteries every 6 months or more frequently if needed. Lamps are shipped for recycling. Universal waste pesticides are collected by EHS, in May of each year, for disposal through the Idaho Department of Agriculture's Pesticide Disposal Program.
- Non-regulated materials are included for proper off-campus disposal through permitted Environmental Protection Agency TSDFs.

- Sewer disposal is tightly controlled and prohibited prior to EHS review.
- Campus-wide audits and inspections are conducted to assess compliance.
- There are established institutional policies that govern the use and disposal of hazardous waste.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

University of Idaho has a Hazardous Materials Emergency Response Team (EHS staff members) that responds to an average of 10 incidents per year, most of which are minor spills that occur inside university facilities or minor oil spills on parking spaces or university roadways. There have been no releases to the environment that required notification to regulatory authorities in the past 3 years. Oil spills in excess of 25 gallons or that create a visible sheen on the surface of a water body must be reported to the Idaho Department of Environmental Quality (ID DEQ).

No oil spills to water bodies that require notification of ID DEQ in the past 3 years.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Surplus chemicals are submitted via the online EHS Chemical Waste Collection Request system then collected by EHS. Periodically, a listing of surplus chemicals is circulated to select departments. Interested parties contact EHS to request availability of materials. In addition, some of the surplus chemicals are delivered to the campus Chemistry Stores which uses an in-house inventory system to share chemicals with UI researchers.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

No

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

State tax dollars can only be used to recycle state property; however, private property, such as student electronics can be recycled at the City of Moscow Recycling Center.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

Yes

Website URL where information about the institution's hazardous waste program is available:

<https://www.uidaho.edu/dfa/division-operations/ehs/programs/hazmat>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Samir Shahat, Executive Director; Environmental Health and Safety

Data source(s) and notes about the submission:

Samir Shahat, Executive Director; Environmental Health and Safety

Water

Points Earned 5.00

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
	4.00 / 4.00			
	This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:			
	Physical Risk QUANTITY	Points available for each part	Total available points for this credit	
Water Use	Low and Low to Medium Risk	1 $\frac{1}{3}$	4	
	Medium to High Risk	1 $\frac{2}{3}$	5	
	High and Extremely High Risk	2	6	
Rainwater Management	Close			1.00 / 2.00

Water Use

Score

4.00 / 4.00

Responsible Party

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 each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute [Aqueduct Water Risk Atlas](#). The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit	Elmer Johnson McKinstry McKinstry
Low and Low to Medium Risk	1½	4	
Medium to High Risk	1⅔	5	
High and Extremely High Risk	2	6	

[Close](#)

Criteria

Part 1. Reduction in potable water use per person

Institution has reduced its annual potable water use per weighted campus user compared to a baseline.

Part 2. Reduction in potable water use per unit of floor area

Institution has reduced its annual potable water use per gross square metre or foot of floor area compared to a baseline.

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

Institution has reduced its total annual water use (potable + non-potable) per hectare or acre of vegetated grounds compared to a baseline.

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

Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:

Low

Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	897,982.46 (897,982.4628826199 Gallons) Cubic meters	1,197,831.13 (1,197,831.13332978 Gallons) Cubic meters

Potable water use:

	Performance Year	Baseline Year
Potable water use	529,071.29 (529,071.29230015 Gallons) Cubic meters	888,163.88 (888,163.88156626 Gallons) Cubic meters

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

	Start Date	End Date
Performance Period	July 1, 2022	June 30, 2023
Baseline Period	Jan. 1, 2005	Dec. 31, 2005

A brief description of when and why the water use baseline was adopted:

The water use baseline, 2005, was adopted as part of the University of Idaho's submission to the American College and University Climate Commitment (ACUPCC) and the university's Climate Action Plan published in 2010.

The 2005 Energy Policy Act established conservation goals and objectives for energy and water. UI has been monitoring and actively participating in water conservation since 1955. In 1979, a water reclamation program was initiated with the aim of reducing university dependence on the Palouse Basin Aquifer. UI and the Palouse Basin Aquifer Committee are seeking alternative water sources and preserving local water resources for future generations.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	3,925 (3,925.0)	3,433 (3,433.0)
Number of employees resident on-site	16 (16.0)	0

	Performance Year	Baseline Year
Number of other individuals resident on-site	0	250 (250.0)
Total full-time equivalent student enrollment	9,175 (9,175.0)	8,921.40 (8,921.4)
Full-time equivalent of employees	2,313 (2,313.0)	1,883 (1,883.0)
Full-time equivalent of students enrolled exclusively in distance education	635.48 (635.48)	0
Weighted campus users		

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	57.98 (57.98270313131806 Gallons) Cubic meters	96.42 (96.41850519904469 Gallons) Cubic meters

Percentage reduction in potable water use per weighted campus user from baseline:

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	408,278.96 (408,278.95604 Gross square feet) Gross square meters	384,173.79 (384,173.786242 Gross square feet) Gross square meters

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	1.30 (1.2958563580071814 Gallons per square foot) Cubic meters per square meter	2.31 (2.3118786938520715 Gallons per square foot) Cubic meters per square meter

Percentage reduction in potable water use per unit of floor area from baseline:

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	4,876.47 (4,876.4663 Acres) Hectares	189.75 (189.74512482 Acres) Hectares

Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	184.15 (184.14646728205145 Gallons per acre) Cubic meters per hectare	6,312.85 (6,312.853839199948 Gallons per acre) Cubic meters per hectare

Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:

A brief description of the institution's water-related behavior change initiatives:

Sample of water awareness and behavioral initiatives:

The Student Sustainability Cooperative created and disseminated a Stormwater Outreach pamphlet as part of the University's MS4 permit with the DEQ. The SSC also hosted multiple events where students were invited to come out and label catch basins and learn more about water quality and conservation.

The SSC's Green Living Guide included information about how to reduce water usage in dorms, apartments, and other living groups on campus.

The University of Idaho has been an active member of the Palouse Basin Aquifer Committee (PBAC) since 1976. This multi-jurisdictional committee was established "to ensure a long-term, quality water supply for the Palouse Basin region".

Water-related behavior change initiatives hosted by the Sustainability Center and many partners:

-There is an ongoing effort to install water bottle refill stations in new buildings, remodels, and many retrofits have been funded by student-led grant projects.

-Ongoing effort to plant native plants on campus that require less irrigation

-Student volunteers install educational medallions on campus storm drains to discourage the pouring of harmful liquids directly into the local creek.

-water conservation educational program which includes recommendations, pamphlets, website, best practices, etc.

-Building standards to reduce water use in buildings including low flow fixtures, closed loop heating/cooling water distribution

A brief description of the institution's water recovery and reuse initiatives:

Reclaimed Water Irrigation: Non-potable water comes from the City of Moscow Sewage Treatment Plant and from Aquaculture Labs discharge water. The University of Idaho irrigates over 183 acres with reclaimed, non-potable water. In 2021 alone, the U of I used 93 million gallons of reclaimed water to irrigate our campus. UI also has two building level rainwater recapture systems.

Ongoing initiatives:

-Expand the use of non-potable irrigation water.

-Expand the use of automated irrigation systems, especially with non-potable water, to reduce water consumption.

-Ongoing efforts to improve steam condensate return systems.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:

University of Idaho adopted and implemented construction standards for the installation of low flow fixtures on new construction and/or replacement remodels. In addition, we have policies in place which do not allow equipment that requires water for cooling purposes.

Website URL where information about the institution's water conservation and efficiency efforts is available:

<https://www.uidaho.edu/sustainability/water>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Elmer Johnson, Water Systems Manager; McKinstry
sources: daily meter readings for the domestic water wells and reclaimed plant from McKinstry

*The College of Agriculture and Life Sciences operates 3 wells on the West Farm. There is no data on water withdrawal from these wells, but it is estimated that they contribute to less than 1% of total campus water withdrawal.

Data source(s) and notes about the submission:

Elmer Johnson, Water Systems Manager; McKinstry
sources: daily meter readings for the domestic water wells and reclaimed plant from McKinstry

*The College of Agriculture and Life Sciences operates 3 wells on the West Farm. There is no data on water withdrawal from these wells, but it is estimated that they contribute to less than 1% of total campus water withdrawal.

Rainwater Management

Score

1.00 / 2.00

Responsible Party

Elmer Johnson
McKinstry
McKinstry

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g., 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

Which of the following best describes the institution's approach to rainwater management?:

Less comprehensive policies, plans or guidelines that incorporate green infrastructure

A brief description of the institution's green infrastructure and LID practices:

UI operates under an MS4 permit which includes retention/detention ponds, two building level rainwater collection systems for irrigation, etc. Over the past 20 years UI has replanted grasses, trees, and other vegetation along the local stream to improve the overall health and sustainability of Paradise Creek.)

The University uses best management practices and City of Moscow specifications to reduce or eliminate the negative impacts of stormwater runoff including reducing or controlling flooding, reducing erosion and improving water quality.

Best management practices include:

- Stormwater runoff is diverted away from Paradise Creek toward retentions ponds which hold water until pollutants settle to the bottom. After a period of time water is released slowly into the creek.
- Water quality inlets, also known as separators, remove oil and grease from parking lots prior to discharge to the stormwater drains.
- Vegetative landscaping slows stormwater runoff and reduces or eliminates the negative impacts.
- Regular cleaning of all catch basin and manhole systems helps to control flooding and prevents damage caused by flooding. Student volunteers have also added labels to catch basins alerting people that the catch basin drains into Paradise Creek.

A copy of the institution's rainwater management policy, plan, and/or guidelines:

[uistormwaterswmpdocument2022.pdf](#)

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

In May 2022, UI published its updated stormwater management program report, as required by the NPDES Permit #ID2028576. The document describes the activities and control measures conducted to meet the terms and conditions of the permit.

Website URL where information about the institution's green infrastructure and LID practices is available:

<https://www.uidaho.edu/sustainability/water/stormwater>

Additional documentation to support the submission:

[epa-ms4-annualreport-2023.pdf](#)

Data source(s) and notes about the submission:

Elmer Johnson, McKinstry

*The University of Idaho is an active member of Palouse Basin Aquifer Committee (PBAC). This organization is comprised of inter-agency civic organizations and non-governmental entities serving to protect and preserve the Palouse Water Shed and ecological environment as well as improve and restore existing water resources for present and future generations.

Data source(s) and notes about the submission:

Elmer Johnson, McKinstry

*The University of Idaho is an active member of Palouse Basin Aquifer Committee (PBAC). This organization is comprised of inter-agency civic organizations and non-governmental entities serving to protect and preserve the Palouse Water Shed and ecological environment as well as improve and restore existing water resources for present and future generations.

Planning & Administration

Coordination & Planning

Points Earned 7.25

Points Available 9.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	3.00 / 4.00
Inclusive and Participatory Governance	2.25 / 3.00
Reporting Assurance	1.00 / 1.00

Sustainability Coordination

Score

1.00 / 1.00

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g., a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee?:

Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

1.) Bee Campus Committee

The Bee Campus Committee was established in 2023 as part of the University's effort to achieve the Bee Campus certification through the Xerces Society. The Bee Campus Committee consists of UI faculty, staff and students and focuses on protecting native pollinators. The committee works to develop plans to create and enhance pollinator habitat on campus, increase native plantings, provide nesting sites, and design informational signage. The committee will also approve the Integrated Pest Management Plan that will outline how to reduce pesticides and expand the use of non-chemical pest management methods.

<https://www.uidaho.edu/sustainability/bio-land/bees>

2.) Campus Tree Advisory Committee

The Campus Tree Advisory Committee was established in 2023 as part of the University's effort to be recognized as a Tree Campus in Higher Education through the Arbor Day Foundation. The Campus Tree Advisory Committee consists of UI faculty, staff and students as well as members of the Moscow community. The committee works on drafting and approving the Campus Tree Care Plan, coordinating Arbor Day observance events, and provides guidance for future planning, education of the campus population as to the benefits of the campus trees, and development of connectivity to the community.

<https://www.uidaho.edu/sustainability/bio-land/trees>

3.) Presidential Sustainability Work Group

In 2022, President Scott Green has asked this working group to finalize a white paper for the creation of an entity capable of executing on the university's strategic desire to be known for sustainability. This may include identifying certificates, degrees and courses we offer, the research that we pursue under this umbrella and how the entity will organize and interface with other university stakeholders. The white paper should answer the question of what separates the University of Idaho from competitors offering similar degrees, certificates and research focus areas. The audit of current offerings would result in recommendations for the early opportunities to market existing degrees and research focused on sustainability, as well as include recommendations for future focus areas in sustainability.

<https://www.uidaho.edu/president/university-working-groups/sustainability>

Members of each committee, including affiliations and role:

1.) Bee Campus Committee Members

Craig Carson, Campus Landscape Manager
Sarah Dawson, Ph.D., University Sustainability Director (chair)
Madison Dougherty, Environmental Science graduate student
Guy Esser, Project Architect
Anna Hawes, Entomology graduate student
Iris Mayes, Ph.D., Small Farms and Horticulture Extension Educator
Raymond Pankopf, Director of Architectural and Engineering Services
David Roon, Ph.D., Natural Resources and Society Faculty
Olivia Wiebe, Sustainability Manager (co-chair)

2.) Campus Tree Advisory Committee

Celine Acord, AES Project Landscape Architect
Randy Brooks, Ph.D., Forestry Program Lead, Forest, Rangeland and Fire Sciences
Craig Carson, Campus Landscape Manager
Mark Coleman, Ph.D., Forest, Rangeland and Fire Sciences faculty
Sarah Dawson, Ph.D., University Sustainability Director (chair)
Madison Dougherty, Environmental Science graduate student
Lucy Falcy, Landscaping, Facilities
Charles Goebel, Ph.D., Department Head of Forest, Rangeland and Fire Sciences
Cydnie Gray, Graphic Designer
Grant Harley, Ph.D., Earth and Spatial Sciences faculty
Tara Hudiburg, Ph.D., Forest, Rangeland and Fire Sciences faculty
Andrew Nelson, Ph.D., Director of Franklin H. Pitkin Forest Nursery
Ray Pankopf, Director of Architectural and Engineering Services
Greg Sarff, Arborist, Arborlife
Steve Shook, Ph.D., Forest and Sustainable Products faculty
Paul Warnick, Arboretum Super/Horticulturist
Olivia Wiebe, Sustainability Manager (co-chair)

3.) Presidential Sustainability Working Group Members

Co-Chairs

Dennis Becker, Dean - CNR
Lee Espey, Division Operations Officer, DFA
Executive Sponsor

Chandra Zenner Ford, President's Office

External

Victor Borque Castillo, Vice President, Business Development for N. America, Sacyr
Todd Combs, Associate Lab Director, Energy & Environment, INL
Heather Druffel, Policy & Engagement Specialist, Hancock Natural Resource Group
Brett Dumas, Director, Environmental Affairs, Idaho Power
Byron Flynn, College of Engineering Advisory Board & retired GE Executive
Chris Meyer, Director of Education, Coeur d'Alene Tribe

Internal

John Barnhart, Sr. Director, Marketing & Creative Services
Patricia Colberg, Associate Dean, College of Engineering
Matthew Doumit, Associate Dean, Student Affairs, CALS
Erik Elordi, Director of Campus Services, Auxiliary Services
Jerry Fairley, Department Head, Geological Sciences, COS
Jennifer Ladino, Professor, English, CLASS
Tim Link, Professor, Hydrology, CNR
Ben McLuen, Associate Vice President, Development - Advancement
Amin Mirkouei, Assistant Professor, COE, Idaho Falls Campus
Jeremy Mutart, Surplus & Solid Waste Supervisor, Division of Infrastructure
Dylan Hedden Nicely, Associate Professor, Law
Brad Ritts, Sr. Associate Vice President, ORED
Cathy Roheim, Senior Associate Dean, CALS
Yvonne Sertich, Executive Director, Energy Executive Course, CBE
Scott Slovic, Distinguished Professor, Enviro Studies, CLASS
Olivia Wiebe, Sustainability Manager, Office of the President
Damon Woods, Interim Director, CAA Integrated Design Lab, U of I Boise
Students
Clara Abplanalp, Recycling Event Coordinator, Environmental Science
Ian Glasgow, Mechanical Engineering
Kyle Nagy, Superintendent & Sandpoint Orchard Operations Manager, CALS
Olivia Niemi, Director of Sustainability, ASUI

2.) STARS Committee

Lexi Arritt, Program Coordinator; Strategic Enrollment Management
Yolanda Bisbee, Chief Diversity Officer & Executive Director of Tribal Relations; Office of Equity and Diversity
Rebecca Couch, Director; Parking & Transportation Services
Erik Elordi, Director; Campus Services
Lee Espey, Division Operations Officer; Vice President for Finance
Ben Hunter, Dean; University Libraries
Trina Mahoney, Assistant VP of University Budget & Planning; Budget Office
Sara Mahuron, Associate Director of Accreditation and Assessment; Vice Provost for Academic Initiatives
Wes McClintick, IR Director; Institutional Research
Julia McIlroy, Director; Contracts and Purchasing Services
Bradley Ritts, Senior Associate Vice President for Research and Economic Development
Samir Shahat, University Safety Officer & Executive Director; Environmental Health and Safety
Brandi Terwilliger, Director; Human Resources
Rusty Vineyard, Director; Facilities Operations
Olivia Wiebe, Sustainability Coordinator; Sustainability Center-Department of Student Involvement

3.) Sustainability Center Advisory Board

The members of this advisory board often change each year. In 2021, the board members were:

Grace McGreevy, Projects/Grants Coordinator; University of Idaho Sustainability Center
Ian Glasgow, Graduate Student; Mechanical Engineering
Lynsie Clott, Assistant Director; Department of Student Involvement
Olivia Niemi, ASUI Director of Sustainability; Department of Student Involvement
Olivia Wiebe, Sustainability Coordinator; Department of Student Involvement

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:

Yes

A brief description of each sustainability office:

1.) The Office of Sustainability

In 2023, the University of Idaho established the Office of Sustainability within the President's Office. The University Director of Sustainability leads a team of full time and part time staff that work to advance sustainability, including the Sustainability Manager and student employees. The Office of Sustainability works with numerous partners across campus and the community to work towards emission reduction, native Palouse Prairie restoration, energy and water conservation, waste management, and many other sustainability solutions.

<https://www.uidaho.edu/sustainability>

The Sustainability Center (UISC) was established as the first student-led Sustainability Center west of the Mississippi in 2006 as part of campus-wide student movement with support from staff, faculty, all three student governments (undergraduate ASUI, graduate student GPSA, and law student SBA), residence hall presidents and many clubs. This effort culminated in the passing of a \$5 per semester student fee that continues to support UI Student Sustainability activities. In 2022, the UI Sustainability Center was renamed the Student Sustainability Cooperative to better reflect the focus and function of the organization.

Our Mission: The Student Sustainability Cooperative (SSC) is a student-led and funded organization designed to empower student efforts to create an active culture of sustainability at University of Idaho. The SSC is committed to creating impactful experiences and fostering connections between students and opportunities to engage in campus sustainability.

Student Leadership: The SSC has six student staff positions responsible for coordinating events, volunteers, recycling, marketing, grant projects, and social media accounts. Students receive training, support and guidance from the Sustainability Coordinator, a full-time professional staff position.

Full-time equivalent of people employed in the sustainability office(s):

3 (3.0)

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Sarah Dawson, University Director of Sustainability; Olivia Wiebe, Sustainability Manager; VACANT, Sustainability Coordinator

Does the institution have a mechanism for broad sustainability coordination for the entire institution?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

The Student Sustainability Cooperative uses the campus as a living laboratory to engage students in addressing real-world problems through service learning. Recent projects include planting 800 native trees for Arbor Day, hosting an interdisciplinary field-science weekend, and a menstrual cup distribution project.

In addition, six student leaders host 30-50 activities annually, most notably: partnering with 52 key constituents including 5 student leadership organizations (ASUI, GPSA, Student Orientation Leaders, clubs), 9 living groups (Greek, Dorms), 14 U of I (colleges, departments), and 34 community organizations (non-profit's, businesses).

Other contributions:

- Allocating, up to \$10,000 annually, for student-led campus sustainability projects through the Sustainability Grants program.

- Working to restructure and reinstate interior and exterior recycling with campus partners
- Hosting 12-18 experiential volunteer programs annually which give students the opportunity to plant trees, grow organic produce, protect water quality, maintain mountain trails, pick-up litter, and support composting.
- Improving campus environmental literacy through instructional events, programming, and marketing materials.
- Hosting events such as Climate Action Simulation Games, Interfaith Climate Discussion, Busy Bee House Building, Upcycle It, Eco-Conscious Art Exhibit, and the Dam Removal Webinars

The Sustainability Center serves thousands of students across campus. For example, Spruce the Palouse engages students in their campus and community through service opportunities that enhance our natural environment. Students get to contribute to the sustainability of the Palouse while meeting community partners and finding new areas to appreciate.

FY21 data*:

- Events and volunteer activities: 23
- Participants attending events and volunteer activities: 635
- Volunteer hours: 49
- Trees, shrubs, and groundcovers planted: 625
- Student-led mini-grants awarded: 3

*The pandemic effected programming significantly in FY2021

Accomplishments:

- Coordinating the university's response to a campus sustainability survey 2022, gathering and interpreting data for environmental literacy, employee and student commuter, and cultural indicators.
- Coordinating the university's response to STARS, Princeton Review, and Sierra Cool Schools.
- Contributing to the greenhouse gas inventory and Climate Action Plan updates (in progress)
- Leading energy efficiency initiatives such as the installation of the university's first solar array
- Supporting a multitude of integrated seminars, professors, and student projects
- Serve as a key partner in reinstating campus recycling collection (in progress)

Job title of the sustainability officer position:

University Director of Sustainability

Job description for the sustainability officer position:

Job description for the sustainability officer position:

The University Director of Sustainability leads the development and execution of innovative solutions that have a positive environmental impact and are socially responsible and economically viable. Reporting to the President of the University of Idaho and as a member of the President's leadership team, the University Director of Sustainability provides institutional vision and leadership in developing and recommending key goals and actions to which the university will commit to advance sustainability practices, educational offerings, research innovation, outreach, and advocacy. The Director works closely with university leaders, faculty, students, and staff to foster a culture of sustainability across campus and to identify, develop, implement, and promote collaborative strategies that advance these core values and strategic priorities. The Director also monitors and evaluates program effectiveness, documents performance and trends, and recommends modifications to improve institutional effectiveness. The Director coordinates sustainability responsibilities assigned to other operational, academic, research, and student functions by leading

multi-disciplinary teams and work groups governing and implementing sustainability initiatives, programs, and projects across our campuses, centers, and field sites.

Job title of the sustainability officer position (2nd position):

Sustainability Manager

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

The Sustainability Manager supports the University of Idaho Sustainability Director in the advancement of strategies, initiatives, and goals related to environmental sustainability at the University of Idaho. The Sustainability Manager will aid in the development, implementation, and tracking of programs that advance the university's sustainability goals as outlined in the Sustainability White Paper, with a special focus on campus operations. The person in this position is responsible for establishing communication and data collection between university entities to assist with the completion of an annual STARS report as well as other sustainability projects as assigned by the Director. This position reports to the University of Idaho Sustainability Director.

Job title of the sustainability officer position (3rd position):

Environmental Horticulturist

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Position Overview:

Biodiversity and landscape management are critical pieces of a comprehensive sustainability plan for the University of Idaho. Some endorsed goals involving our campus landscape include becoming both a certified Bee Campus and achieving Audubon Cooperative Sanctuary Program for Golf (ACSP) certification for our golf course. To that end, we are looking to fill this position with someone who can help manage campus plants and native habitat in an environmentally-friendly manner. Duties may include:

- Identify, evaluate, and augment the campus's natural habitat and current plantings
- Determine proper selection, placement, and care of University of Idaho landscape plants with an emphasis on genetically-diverse drought-, heat/smoke-, pest-, fire-resistant and native landscape plants
- Identify horticultural strategies that enhance wildlife habitat and native pollinator populations, native ecosystem biodiversity, abatement of air and water pollutants, carbon sequestration, erosion control, and other critical ecosystem services while maintaining campus beauty
- Assess the water quality of waterways near the campus golf course
- Work with Facilities Operations and golf course staff to create an Integrated Pest Management Plan for campus with a focus on reducing the application of synthetic chemicals and neonicotinoids
- Work with Facilities Operations and Architectural and Engineering Services to create a campus landscaping standard
- Work with the Office of Sustainability to design educational materials related to the campus landscape and golf course
- Serve on the Campus Pollinator Committee
- Assist with landscape maintenance, restoration, and design for campus plantings

- Install, transplant, and prune plants, and weed plant beds
- Identify, evaluate, and treat potential pests and diseased plants
- Create an implementation plan to identify and remove invasive species
- Provide plant care advice to other team members and clients
- Keep records on campus plantings · Other duties as assigned

Website URL where information about the institution's sustainability coordination is available:

<http://uidaho.edu/sustainability>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

VACANT Sustainability Coordinator job description:

Job Duties/Responsibilities:

- Supervise and support the Student Sustainability Cooperative student staff
- Advise other Department of Student Involvement areas on integrating sustainability efforts into programming
- Mentor and educate students on sustainable practices on local and global scales
- Support and advocate for sustainability projects across departments on campus
- Supervise student grant projects and internship credit students
- Support other Department of Student Involvement areas and programming
- Assist in STARS reporting

The current part-time student position in the Office of Sustainability work 20 hours a week to support sustainability efforts and initiatives using social science research theory and methodology.

Data source(s) and notes about the submission:

VACANT Sustainability Coordinator job description:

Job Duties/Responsibilities:

- Supervise and support the Student Sustainability Cooperative student staff
- Advise other Department of Student Involvement areas on integrating sustainability efforts into programming
- Mentor and educate students on sustainable practices on local and global scales
- Support and advocate for sustainability projects across departments on campus
- Supervise student grant projects and internship credit students
- Support other Department of Student Involvement areas and programming
- Assist in STARS reporting

The current part-time student position in the Office of Sustainability work 20 hours a week to support sustainability efforts and initiatives using social science research theory and methodology.

Sustainability Planning

Score	Responsible Party
3.00 / 4.00	Olivia Wiebe Sustainability Manager Office of the President

Criteria

Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research
- Engagement - student, employee, or community engagement for sustainability
- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

- Sustainability plan
- Campus master plan or physical campus plan
- Climate action plan
- Diversity and inclusion plan
- Human resources strategic plan
- Strategic plan or equivalent guiding document

Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-wide strategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:

Yes

A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:

In the Presidential Sustainability White Paper, a document that aimed to make our university known for sustainability in academics, operations and engagement, established the following principle:

"An underlying principle adopted by the Sustainable Working Group is that every student at the University of Idaho shall have access to sustainability credentials. These credentials, which could be in the form of certificates, degrees or experiential opportunities, allow students to engage in meaningful training and to promote their skills to eventual employers. These credentials may be voluntarily acquired through programs already available at the university or new ones to be developed. The most important aspect of these opportunities, however, is that they be available through every college and potentially every degree program at the University of Idaho, and offered in a manner that students could mix and match courses tailored to their interests and career ambitions."

Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:

Yes

A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:

UNIVERSITY OF IDAHO STRATEGIC PLAN 2016-2025
Measurable sustainability Campus Engagement objectives (p.10-11)

ENGAGE: Outreach that inspires innovation and culture

Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.

Indicators: Number of University of Idaho Extension direct contacts with communities.

Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.

Indicators: Number of active responses/programs in progress that seek to address the identified societal issues or collaborate with communities on research, the arts or cultural enhancement as reflected by the percentage of faculty collaboration with communities (reported in HERI survey) as well as total economic impact assessment (EMSI).

Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.

Indicators: National Survey on Student Engagement (NSSE) service learning metric, alumni participation rate, and dual credit engagement.

Goal 2:

Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Additional, specific, measurable Campus Engagement objectives are on page 11 of the Strategic Plan.

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:

Yes

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

CLIMATE ACTION PLAN

In Spring 2009, the University of Idaho Sustainability Committee set 2030 as University's target date for climate neutrality. To keep the University on pace for this goal, the committee also set the following intermediate targets: 25% reduction in emissions by 2012, 50% reduction in emissions by 2016, and 82% reduction in emissions by 2023.

In order to achieve these goals, projects were outlined for improvements in energy, transportation, and solid waste management.

An example of projects that were detailed in our 2010 Climate Action Plan that relate to operations can be found in the energy section under campus-wide projects:

"The central steam system which supports heating and cooling for 75% of campus buildings is more efficient than individual building-level heating and cooling systems. A number of projects are being evaluated or are underway to expand and improve this system:

1. Connect more buildings to the central steam system to eliminate electricity and natural gas use for heating and cooling isolated buildings. As part of the ESCO process, the Menard Law building will be connected to the steam tunnel system, thereby eliminating the current electrical heat system. The challenge with extending the steam system is cost, which is roughly \$5,000 per linear foot.
2. Compare steam pressure supply to actual pressure needed at buildings serviced by steam. If the current delivery pressure is excessive, decrease the pressure to the lowest level required for the delivery of needed downstream pressure. This project is currently underway.
3. Determine if any independent air compressors are still operating in university buildings. If so, remove these compressors and connect the buildings to the central steam system whenever possible. Connecting these air systems to the central air system will allow the one main compressor at the steam plant to handle all air needs more efficiently, using less electricity than small compressors scattered all over campus.

4. Add an additional wood-fired boiler to the steam plant facility. This will eliminate most natural gas use at the steam plant (emergencies or major breakdown backup only).

a. Estimated cost of \$26,000,000.

b. Yearly Emissions Reduction of 3,412 Metric Tons CO₂e."

The complete plan with all proposed projects can be found here:

<https://www.uidaho.edu/-/media/Uidaho-Responsive/Files/current-students/sustainability-center/resources/Reports/UI-CLIMATE-ACTION-PLAN-JAN-15-2010.pdf?la=en&hash=70C356F71853C318EEB5CC4FB608>

E32CDDE6BA74

Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:

Yes

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

In the 2021 Annual Report, Goal #4 is Cultivate a Valued and Diverse Community. Goal #4 aims to foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.

Objective A:

Build an inclusive, diverse community that welcomes multicultural and international perspectives.

Indicators: Increased multicultural student enrollment, international student enrollment, percent of multicultural faculty and staff.

Objective B:

Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

Indicators: Improved job satisfaction scores and reduced staff turnover rate.

Objective C:

Improve efficiency, transparency and communication.

Indicators: Invest resources wisely to enhance end-user experiences (e.g. more customer service-oriented) and maintain affordability for students (cost per credit hour and SBOE efficiency measure).

This annual report has set targets to be achieved by 2025 in various areas such as multi-cultural student enrollment, international student enrollment, full-time staff turn over rate, percent multicultural faculty and staff, cost per credit hour, and efficiency (graduates per 100k).

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

The institution's highest guiding document (upload):

[UI-Strategic-Plan 2016-2025.pdf](#)

Website URL where the institution's highest guiding document is publicly available:

<https://www.uidaho.edu/provost/strategic-plan>

Which of the following best describes the inclusion of sustainability in the highest guiding document?:

Minor theme

The institution's sustainability plan (upload):

[sustainability-white-paper.pdf](#)

Website URL where the institution's sustainability plan is publicly available:

<https://www.uidaho.edu/president/university-working-groups/sustainability>

Does the institution have a formal statement in support of sustainability endorsed by its governing body?:

Yes

The formal statement in support of sustainability:

The University of Idaho's strategic plan addresses sustainability in a number of areas, most notably within the mission, and the principals and values sections of the document, "We embrace our personal and social obligation to ensure the sustainability of our future. For this community, ensuring a sustainable healthy lifestyle is part of a comprehensive desire to acknowledge stewardship of the natural environment to human interactions and well-being."

The university continues to be a signatory of two climate agreements, the Talloires Declaration (2005), and the American College and University Presidents' Climate Commitment (2007). The University of Idaho is committed to incorporating sustainability and environmental literacy in teaching, research, operations, and outreach. Comprehensive plans in pursuit of climate neutrality, the Climate Action Plan (2010), and several iterations of the Greenhouse Gas Inventory (2008, 2011, 2019, 2020) set institutional goals and measure progress. A wide array of sustainable practices are currently in place, with ongoing efforts to expand and improve.

1. TALLOIRES DECLARATION: University Presidents for a Sustainable Future

We, the presidents, rectors, and vice chancellors of universities from all regions of the world are deeply concerned about the unprecedented scale and speed of environmental pollution and degradation, and the depletion of natural resources. Local, regional, and global air pollution; accumulation and distribution of toxic wastes; destruction and depletion of forests, soil, and water; depletion of the ozone layer and emission of "greenhouse" gases threaten the survival of humans and thousands of other living species, the integrity of the earth and its biodiversity, the security of nations, and the heritage of future generations. These environmental changes are caused by inequitable and unsustainable production and consumption patterns that aggravate poverty in many regions of the world.

We believe that urgent actions are needed to address these fundamental problems and reverse the trends. Stabilization of human population, adoption of environmentally sound industrial and agricultural technologies, reforestation, and ecological restoration are crucial elements in creating an equitable and sustainable future for all humankind in harmony with nature. Universities have a major role in the education, research, policy formation, and information exchange necessary to make these goals possible. The university heads must provide the leadership and support to mobilize internal and external resources so that their institutions respond to this urgent challenge. We, therefore, agree to take the following actions:

1. Use every opportunity to raise public, government, industry, foundation, and university awareness by publicly addressing the urgent need to move toward an environmentally sustainable future.
2. Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward a sustainable future.
3. Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and responsible citizens.

4. Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional school students.
5. Set an example of environmental responsibility by establishing programs of resource conservation, recycling, and waste reduction at the universities.
6. Encourage the involvement of government (at all levels), foundations, and industry in supporting university research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with nongovernmental organizations to assist in finding solutions to environmental problems.
7. Convene school deans and environmental practitioners to develop research, policy, information exchange programs, and curricula for an environmentally sustainable future.
8. Establish partnerships with primary and secondary schools to help develop the capability of their faculty to teach about population, environment, and sustainable development issues.
9. Work with the UN Conference on Environmental and Development, the UN Environment Programme, and other national and international organizations to promote a worldwide university effort toward a sustainable future.
10. Establish a steering committee and a secretariat to continue this momentum and inform and support each other's efforts in carrying out this declaration.

<http://ulsf.org/talloires-declaration/>

2. The American College & University Presidents' Climate Commitment (ACUPCC) is a "high-visibility effort" to address global warming (global climate disruption) by creating a network of colleges and universities that have committed to neutralize their greenhouse gas emissions and accelerate the research and educational efforts of higher education to equip society to re-stabilize the earth's climate.

The ACUPCC seeks to create connections with higher educational institutions in order to carry out two goals: The first is to make an agreement with these colleges and universities that they will commit to eliminate their net greenhouse gas emissions from specified campus operations. The second focuses on education and the institutions' ability to promote research of sustainability programs and empower the "higher education sector to educate students, create solutions, and provide leadership-by-example for the rest of society." ACUPCC provides "a framework and support" for America's colleges and universities. The ACUPCC relies on institutions of higher education to be role models for their communities as well as students, and to educate people who will contribute to fighting to reverse global warming and create a sustainable society.

<https://secondnature.org/signatory-handbook/the-commitments/>

The institution's definition of sustainability:

Is the institution an endorser or signatory of the following?:

	Yes or No
The Earth Charter	No

	Yes or No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Pan-Canadian Protocol for Sustainability	---
SDG Accord	---
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	Yes
The Talloires Declaration (TD)	Yes
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	No

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

The university continues to be a signatory of two climate agreements, the Talloires Declaration (2005), and the American College and University Presidents' Climate Commitment (2007). The University of Idaho is committed to incorporating sustainability and environmental literacy in teaching, research, operations, and outreach.

Comprehensive plans in pursuit of climate neutrality, the Climate Action Plan (2010), and several iterations of the Greenhouse Gas Inventory (2008, 2011, 2019, 2020) set institutional goals and measure progress. A wide array of sustainable practices are currently in place, with ongoing efforts to expand and improve, including a forthcoming CAP update.

Website URL where information about the institution's sustainability planning efforts is available:

<https://www.uidaho.edu/current-students/sustainability-center/resources/reports>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

2021 Annual Report:

<https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/president/Communications/2021-annual-report.pdf>

Data source(s) and notes about the submission:

2021 Annual Report:

<https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/president/Communications/2021-annual-report.pdf>

Inclusive and Participatory Governance

Score	Responsible Party
2.25 / 3.00	Olivia Wiebe Sustainability Manager Office of the President

Criteria

Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

Part 2. Campus stakeholder representation in governance

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, "town and gown" committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution's decision-making processes. The institution's contributions to and participation in community decision-making processes do not count.

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

Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes
Non-academic staff	Yes

A brief description of the institution's formal participatory or shared governance bodies:

Associated Students University of Idaho (ASUI): Associated Students University of Idaho is the student governing body that represents interests of all students at the university. It is made up of executive and legislative branches under leadership of the president and vice president.

President

The president is the liaison between ASUI, students and the State Board of Education/Board of Regents. The position is a representative for ASUI and the entire student body.

Vice President

The vice president is the leader of the Senate. The position ensures students living on and off campus are adequately represented and enforces rules and regulations within ASUI.

Executive Branch

The executive branch is composed of boards to oversee funding, entertainment, communication, recreation, the Idaho Student Union Building and the Bruce M. Pitman Center. It consists of a Presidential Cabinet, which includes directors of policy, diversity affairs, health and wellness, safety and violence prevention, sustainability, athletics and finance.

Legislative Branch

The legislative branch is composed of 14 senators under the senate pro-tempore. Each senator represents two to three living groups and attends relevant fraternity, sorority and residence hall meetings each month. They inform others of upcoming events and gather topics concerning the student body. They use this information to bring forth legislation representing the interests of all undergraduate students. Senate bills allocate student fees and resolutions represent the opinions of the student body.

<https://www.uidaho.edu/current-students/student-involvement/asui>

Graduate & Professional Student Association (GPSA): The Graduate & Professional Student Association (GPSA) supports and promotes graduate student education, campus sustainability and graduate student life at the University of Idaho, which includes funding awards related to professional travel, publication and workshops. This includes creating programs and assisting graduate students during their transition from student to professional life. The GPSA is committed to providing a collective voice for graduate students to the University and the State.

The GPSA body is composed of an executive branch, judicial branch and legislative branch with senators that represent academic departments having graduate programs.

<https://www.uidaho.edu/cogs/resources/student-resources/gpsa>

Faculty Senate: The senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents.

Chair

The chair presides at senate meetings; appoints special or ad hoc committees (in consultation with the senate); maintains lines of communication between the senate and the president, university faculty and Staff Council; serves as a member ex officio without vote on all committees and similar bodies; and performs all other duties pertaining to the office of chair.

Vice Chair

The vice chair assumes the duties and responsibilities of the chair in the temporary absence or disability of the chair, serves as the chair of the Committee on Committees and performs such other duties as assigned by the chair or by the senate.

Secretary

The secretary supports the Faculty Senate, Faculty Senate standing committees and Committee on Committees. The position also ensures faculty participate in the development of university policies and procedures. See FSH 1570 for more information on the role of the Secretary of the University Faculty. Meeting records for Faculty Senate, General Faculty Meetings and Faculty Senate standing committees are kept in the secretary's archives and are accessible upon request.

<https://www.uidaho.edu/governance/faculty-senate>

Staff Council: Staff members are an integral part of the University of Idaho community. Staff Council is dedicated to studying the issues, problems, welfare and working conditions of staff. The committee represents all board-appointed employees from all campuses and centers of the University of Idaho community.

<https://www.uidaho.edu/governance/staff-council>

Total number of individuals on the institution's highest governing body:

8 (8.0)

Number of students representing their peers as official members of the institution's highest governing body:

0

Number of academic staff representing their peers as official members of the institution's highest governing body:

0

Number of non-academic staff representing their peers as official members of the institution's highest governing body:

0

Number of women serving as official members of the institution's highest governing body:

5 (5.0)

Percentage of official members of the highest governing body that are women:

Website URL where information about the institution's highest governing body may be found:

<https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH1/>

Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:

Yes

A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:

There are several opportunities where community members can provide feedback on decisions that affect them.

1.) The university hosts monthly meetings between university officials, such as the Director of Facilities and the Vice President for Information Technology and Chief Information Officer, and county commissioners, city council members, city and county administrators, the mayor of Moscow, police, fire, sheriff and others to discuss issues of common importance. Community feedback is often raised and addressed in this forum.

2.) The Vice President for Information Technology and Chief Information Officer serves as an ex-officio board member of the Moscow Chamber of Commerce. Chamber members are able to voice concerns at various forums organized by the Chamber.

3.) There is an annual State of the University address and Q&A that while geared towards university employees and students it has traditionally been open.

There are also multiple email addresses available to community members to raise concerns, share suggestions or get feedback.

Number of people from underrepresented groups serving as official members of the institution's highest governing body.:

Website URL where information about the institution's governance structure is available:

<https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH1/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Part 1 Supplemental information about the institution's highest governing body:

The University of Idaho is governed by a Board of Regents of the University of Idaho. The same people who make up the Board of Regents also make up the Idaho State Board of Education, which

has governing authority over Idaho's other public educational institutions. The group as a whole is often referred to as the State Board of Education (SBOE).

Many employees and entities across campus have direct and indirect contact with the Board of Regents and SBOE staff.

<https://www.uidaho.edu/president/sboe>

Part 4: Dan Ewart, Vice President for Information Technology and Chief Information Officer

Data source(s) and notes about the submission:

Part 1 Supplemental information about the institution's highest governing body:

The University of Idaho is governed by a Board of Regents of the University of Idaho. The same people who make up the Board of Regents also make up the Idaho State Board of Education, which has governing authority over Idaho's other public educational institutions. The group as a whole is often referred to as the State Board of Education (SBOE).

Many employees and entities across campus have direct and indirect contact with the Board of Regents and SBOE staff.

<https://www.uidaho.edu/president/sboe>

Part 4: Dan Ewart, Vice President for Information Technology and Chief Information Officer

Reporting Assurance

Score	Responsible Party
1.00 / 1.00	Sarah Dawson University Sustainability Director Office of the President

Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Minimum requirements

The review and/or audit must be guided by and documented in the [STARS Review Template](#) and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:
 - All required reporting fields, attachments, inventories, and URLs are included;
 - Reported information meets credit criteria and is consistent with required timeframes; AND
 - Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.
4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.
5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.
6. The Liaison or other primary contact uploads:
 - A statement of affirmation from each reviewer, AND
 - The completed [STARS Review Template](#).

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

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

Has the institution completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria?:

Yes

Did the assurance process include internal review, an external audit, or both?:

Both internal review and an external audit

The name, title, and organizational affiliation of each reviewer:

Sarah Dawson, University Sustainability Director, University of Idaho
Olivia Wiebe, University Sustainability Manager, University of Idaho
Jim Simon, Director of Sustainability, Gonzaga University

A brief description of the institution's assurance process:

Internal: As each responsible party completed their credit(s), one of the internal reviewers (who did not work on the credit in question) reviewed responses to ensure completeness and inclusion of required links, etc. Any questions regarding incomplete information or missing cited links were directed back to the responsible party and credits were only marked as "Complete" once these issues were addressed.

External: Jim Simon, Sustainability Director at Gonzaga University, reviewed our submission as an external reviewer. His recommendations were all incorporated.

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE:

[PA4_Letter_Affirmation.pdf](#)

Completed STARS Review Template:

[2023_UI_STARS_2.2_Review_Template_-UI.xlsx](#)

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (2nd review):

[PA4_Letter_Affirmation.pdf](#)

Completed STARS Review Template (2nd review):

[2023_UI_STARS_2.2_Review_Template_-Gonzaga.xlsx](#)

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (3rd review):

Copy of completed STARS Review Template (3rd review):

Website URL where information about the institution's reporting assurance is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Diversity & Affordability

Points Earned 8.46

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	1.78 / 2.00
Assessing Diversity and Equity	1.00 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	2.68 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.78 / 2.00	Yolanda Bisbee Chief Diversity Officer Office of Human Rights, Access & Inclusion

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

"---" 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, equity, inclusion and human rights?:

Yes

Does the committee, office and/or officer focus on students, employees, or both?:

Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The University of Idaho Office of Equity and Diversity engages in social justice advocacy through policy implementation, programs, and services that promote access and inclusion for cultural and diverse populations. Partner offices include the College Assistance Migrant Program, the LGBTQA Office, the Native American Student Center, the Office of Multicultural Affairs, The Black/African American Center and the Women's Center.

The University of Idaho has a standing President's Council on Diversity and Inclusion who do their work through six committees:

(1) Student Recruitment and Retention: Identify strategies for, as well as current barriers to, increasing the diversity of the University of Idaho student body by examining current recruitment and retention initiatives and developing recommendations for assessment, improvement and accountability.

(2) Staff Recruitment and Retention: Identify strategies for, as well as current barriers to, increasing the diversity of the University of Idaho staff, by examining current recruitment and retention initiatives as well as hiring and promotional policies and practices and developing recommendations for assessment, improvement and accountability.

(3) Faculty Recruitment and Retention: Identify strategies for, as well as current barriers to, increasing the diversity of the University of Idaho faculty, by examining current recruitment and retention initiatives as well as hiring and promotional policies and practices and developing recommendations for assessment, improvement and accountability.

(4) Multiculturalism in the Curriculum and Co-Curriculum: Inventory and assess multicultural curriculum and co-curricular offerings university-wide and recommend strategies for increased diversity and cohesion within the curriculum and co-curriculum that reflect the interdisciplinary scholarship curriculum development evolution and co-curricular programmatic innovation in which the University is engaged.

(5) Culture and Climate: Assess campus climate and make recommendations for improvement framed by the University strategic plan and presidential priorities.

(6) Community and Statewide Outreach: Inventory diversity-focused statewide programs and outreach and recommend innovative approaches for integrated and strategically planned diversity goals and objectives that engage the many communities served by the University of Idaho.

The University of Idaho Office of Civil Rights and Investigations focuses on practices that make all members of the University of Idaho community feel welcome, wanted, accepted, respected and supported. Chief among these practices is providing professional and authoritative advice with respect to university matters that concern access and inclusion in all aspects of the university.

Activities include MLK Jr. Day Celebration, Black History Month, Taste of Nepal, Native American Film Festival, Borah Symposium, Tutxinmepu Powwow and many more.

A calendar of events and training opportunities is posted at

<https://www.uidaho.edu/diversity/events>

Estimated proportion of students that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

All

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

All

A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Annual Required Employee Training Diversity and Inclusion:

- Develop a clear understanding of what diversity is and what it isn't.
- Gain a greater awareness of and sensitivity to diversity issues that go well beyond assumed categories.
- Develop improved communications with colleagues, students, clients and others.
- Gain practical tools for fostering a more cohesive and inclusive workplace.

Creating Inclusive Classrooms/Campus Environment

This workshop focuses on helping faculty contribute to student recruitment and retention by improving faculty's cultural competence and learning strategies for effective intercultural communication. The workshop addresses the unique needs of students from diverse backgrounds, and provides hands-on skills for helping to ensure students' persistence and success.

Fright Night, Keep it Right: Don't Mess up When You Dress Up

Designed for any group interested in engaging in critical dialogue on cultural appropriation, cultural (in) sensitivity, and awareness, while offering a historical perspective and exploring sociopolitical and ramification of these behaviors.

Cultural Literacy and Competence Symposium

This Symposium is designed for faculty, staff, and students interested in developing their cultural competency knowledge and skills. Attendees learn to understand the importance of collective community and culture, understand and participate in relevant political and governance systems, and develop well-informed, multi-faceted understanding of local, national, and international issues.

Know Your Title IX: Creating a Safer Campus

This training will provide a brief overview of Title IX as it applies to the University of Idaho and relevant definitions. Additionally, we will cover your obligations as an employee and what you should do if a student discloses to you.

Many Nations, One Family: Strengthening Connections with Indigenous Students

This training looks at the complex and rich backgrounds of the vast American Indian Nations, each

having their own distinct culture. It focuses on how staff, faculty, and students can bridge the uniqueness of each nation with coming to understand the many similarities and shared values that make all people one family.

More than Tequila and Tacos: Reframing Cinco de Mayo

Focusing on the history behind Cinco de Mayo, the training dives into the importance of avoiding stereotypes created by misconceptions many have about the Mexican culture and this “holiday”. The training helps participants enhance their cultural competence around this topic.

Respectful Communication: Transforming Debate to Dialogue

This training addresses how to express different points of view without becoming polarized; how to replace destructive stereotyping with understanding and concern; how to engage in respectful dialogue from which everyone involved walks away feeling good about the outcome; and how to move towards creating and maintaining an organization that is productive, flexible, and easily adaptable to change.

Safe Zone Training

The Safe Zone program promotes the understanding and inclusion of lesbian, gay, bisexual, transgender, queer, questioning, asexual, and ally people on campuses nationwide. The two-hour training provides information on sexual orientation and gender identity and tips and best practices for creating inclusive spaces for all LGBTQA people on our campus.

Stop the Hate

An educational initiative of Campus Pride, Stop the Hate aims to develop and implement campus-wide strategies to reduce hate crimes at colleges and universities. Participants will acquire social justice tools for recognizing, preventing, and combating acts of bias and hate on campus, as well as fostering the development of an inclusive and supportive community.

Transgender 101

The Transgender 101 trainings, as part of the Safe Zone program, provide an introduction to Transgender identities. The two-hour training provides best tips and practices for creating an inclusive campus environment for Transgender and Gender Non-conforming students, staff, and faculty.

Women’s Leadership Conference

A University of Idaho collaboration between Athena, the Women's Center and Professional Development and Learning, this conference convenes annually to celebrate our differences and create an empowered campus community more inclusive of women as a group, irrespective of social identity, status or institutional role.

Additional trainings from various offices are available upon request and individual offices’ activities may be found on their website.

Website URL where information about the institution’s diversity and equity office or trainings is available:

<http://www.uidaho.edu/diversity>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Assessing Diversity and Equity

Score

1.00 / 1.00

Responsible Party

Yolanda Bisbee
Chief Diversity Officer
Office of Human Rights, Access & Inclusion

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;
- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR
- Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

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

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:

Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

Each College has identified their College Diversity goals and objectives from the UI Diversity Plan and are working with the President's Council on Diversity and Inclusion (PCDI) have worked to identify their method of evaluation.

The Great Colleges to Work For survey is administered by ModernThink LLC for The Chronicle. It is the largest and most comprehensive workplace study in higher education and provides educational leads insights on the workplace experience for faculty and staff. The U of I first participated in this study in 2016 with a random sampling, and has included all faculty and staff annually since 2022. The survey questions represent employee engagement and involvement at U of I by evaluating 15 "dimensions" of managerial and organizational competencies. The survey includes 15 optional demographic questions at the end, followed by 10 customized U of I questions.

The Equity and Diversity unit provides cultural competency training which is available during faculty and student orientations and by request.

The College of Letters Arts and Social Science has developed a new Academic Certificate that formerly was the Diversity Stratification Certificate. It is now the Equity and Justice Undergraduate Academic Certificate.

<https://www.uidaho.edu/provost/iea/assessment-evaluation/surveys>

<https://www.uidaho.edu/diversity-plan>

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?:

Yes

Does the assessment process address student outcomes related to diversity, equity and success?:

Yes

Does the assessment process address employee outcomes related to diversity and equity?:

Yes

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:

The 2022-23 evaluation of the diversity goals and objectives is currently being reviewed by the PCDI. (in Progress)

The overall UI survey average for 2021 of the sixty standard statements fell within the “Fair to Mediocre” range with UI employees indicating they either “agreed” or “strongly agreed” with the statements sixty-one percent (61%) of the time. This score improved markedly with a promising increase from 2019 to 2020. (+6%) and a five percent (5%) increase overall from 2018 to 2021

(The Great Colleges survey was not conducted in 2020 for the UI).

The UI has participated in the Great Colleges survey for four years, and uses the feedback broadly to inform and guide our actions in support of continuous improvement. The university has a strategic plan which speaks broadly to transformative education, innovative research, engaging outreach, and an inclusive and diverse culture. Every campus unit further develops a cascaded plan which strives to operationalize and bring to life the strategic plan within the unit, with specific goals and action plans. Feedback developed through the Great Colleges survey is one means to gauging progress toward these local goals and also serves to highlight particular areas of concern or success—further guiding the development and tracking of needed improvements, and in shaping policy, programs, and initiatives.

A report summarizing assessment findings and trends is available on the at:

<https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/provost/IEA/Surveys/Chronice-Great-Colle>

[ges/great-colleges-summary-report.pdf?](https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/provost/IEA/Surveys/Chronice-Great-Colleges/great-colleges-summary-report.pdf?la=en&hash=75205AB831A71D05EC8A6872A6F689B047E92E9D)

[la=en&hash=75205AB831A71D05EC8A6872A6F689B047E92E9D](https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/provost/IEA/Surveys/Chronice-Great-Colleges/great-colleges-summary-report.pdf?la=en&hash=75205AB831A71D05EC8A6872A6F689B047E92E9D)

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:

Yes

A brief description of how the assessment results are shared with the campus community:

The Diversity Plan is share campus wide via our website. The College Diversity Goals and objectives are shared by each college and also presented at the President's Council on Diversity and Inclusion (PCDI) with the President and Provost and Deans.

The survey is shared with the University Leadership and they are encouraged to share with their units. In addition, President Green shared information campus wide in a university statement.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

Yes

The diversity and equity assessment report or summary (upload):

Website URL where the diversity and equity assessment report or summary is publicly posted:

<https://www.uidaho.edu/provost/ir/assessment-evaluation/great-college-survey>

Website URL where information about the institution's diversity and equity assessment efforts is available:

<http://www.uidaho.edu/diversity>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

University of Idaho Diversity Plan: Yolanda Bisbee, Chief Diversity Officer
Great Colleges to work For: Torrey Lawrence, Provost and Executive Vice President.

Data source(s) and notes about the submission:

University of Idaho Diversity Plan: Yolanda Bisbee, Chief Diversity Officer
Great Colleges to work For: Torrey Lawrence, Provost and Executive Vice President.

Support for Underrepresented Groups

Score

3.00 / 3.00

Responsible Party

Yolanda Bisbee
Chief Diversity Officer
Office of Human Rights, Access & Inclusion

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.
2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.
3. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.
4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.
5. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms:
 - Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
 - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as academics.
 - Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.

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

Does the institution have a publicly posted non-discrimination statement? :

Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

The 2021 nondiscrimination statement is located on the diversity website at

<https://catalog.uidaho.edu/university/nondiscrimination-policy/>

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:

Yes

A brief description of the institution's discrimination response protocol or team:

The institution's discrimination response protocol asks students and employees who witness or overhear something that might be harassment, discrimination or bias to report it. The following information regarding the incident will be helpful when reporting:

- 1.Name of person accused (if known);
- 2.Date & location;
- 3.Names of others involved; and
- 4.Description of the incident.

Reports can be submitted by completing a Vandal Care online form, or by sending a note to

ocri@uidaho.edu

, or

titleix@uidaho.edu

. Concerns may be resolved through informal interventions, mediation or as a result of a formal investigation. Formal investigations generally will take place as a result of your decision to file a formal complaint but in some situations, the UI may have a legal obligation to investigate, regardless.

For support and guidance, students are referred to the Counseling & Testing Center, LGBTQA Office, Disability Support Services, Violence Prevention Programs, Office of Multicultural Affairs, Native American Student Center, and the College Assistance Migrant Program. Employees are referred to the Employee Assistance Plan, and Human Resources. Students and employees are referred to the Ombuds, Alternatives to Violence of the Palouse and the Women's Center.

Some actions we have taken have been things like responding to graffiti that has been etched in elevator doors that were racist and biased, flyer distributions across campus that were promoting hate and bias, education programs developed across campus to provide avenues for open discussion on current immigration reform, executive orders, and the development of a bias response page on the Diversity and Equity website.

Initiatives and Priorities:

- Access and inclusion: developed campus-wide climate focused campaign
- Investigate discrimination and harassment complaints, provide written reports and determine action to be taken.
- Title IX Coordination: Monitor gender equity in all UI terms and conditions of employment, educational and co-curricular opportunities. Includes sexual discrimination and sexual harassment prevention and complaint response.
- Education and Outreach: Information and educational outreach on the arc of issues regarding human rights, access, inclusion, diversity dimensions, equity and equal opportunity.
- University-wide Policy & Procedure Review: Embed diversity practices systemically

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:

Yes

Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:

Yes

A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:

Yes, we do recruit students from underrepresented groups. The Office Admissions has a Multicultural recruiter whose primary target is Latino students, but they also aid in the recruitment of students of color. Other underrepresented student groups that are recruited include migrant/seasonal students who are predominately Latino. This recruitment initiative is led by the College Assistance Migrant Program. Recruitment of Native American students is implemented out of the Native American Student Center and the Office of Tribal Relations. Recruitment for the African American/Black students are recruited by the Black/African American Student Center.

In addition, we recruit staff and faculty from underrepresented groups. We conduct search committee training campus-wide which teaches what affirmative action and equal employment opportunity are and how our campus is impacted. Included with that is the importance of outreach and broad and targeted advertising for all posted positions. We also send affirmative action information to search committees regarding goals for the job group in which their position is placed, and provide advertising resources for those groups.

We also have a website with information regarding affirmative action and equal employment opportunity.

<https://www.uidaho.edu/human-resources/equal-employment-opportunity-affirmative-action/affirmative-action>

<https://www.uidaho.edu/human-resources/equal-employment-opportunity-affirmative-action/equal-employment-opportunity>

Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:

Yes

Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:

Yes

A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:

Students:

Office of Multicultural Affairs OMA): 4 Full time staff (Director, Program Coordinator, Retention Specialist and Administrative Assistant) and 6 student assistants—shares with the Women's Center a 30 hr week mentor coordinator cultural programming, directs Diversity Scholars program (intensive student of color retention program), oversees and advises multicultural student organizations.

CAMP (college assistance migrant program): 4 full time staff (Director, Assistant Director, Program Coordinator, Administrative Assistant) and 2 student assistants federally funded program to recruit annual cohort of students with migrant/agricultural labor background with emphasis on cohort high-touch, high impact first year transition.

LGBTQQA Office: 1 Full time staff member (coordinator and 2 student assistants develops and directs variety of programs for LGBTQQA students and about LGBTQAA issues. Houses the Safe Zone program. Coordinates the annual Lavender Graduation.

Native American Student Center (NASC): 3 full time staff (Director, Program Coordinator and recruiter), 1 part time coordinator (part time during academic year, full time in summer) that runs the Summer bridge program, HOIST, focusing on introducing Native students to the STEM fields. Academic Year: in addition to Director, Program Coordinator, HOIST Coordinator: 3 student assistants. Summer: additional 3 Instructors and 6 Resident Assistants/Mentors. The NASC directs recruitment and in particular retention programs for Native American students. Conducts cultural programming for campus and the annual PowWow.

Women's Center: 3 full time staff: Director, Program Coordinator, Administrative Assistant and 6 student interns, plus shares with OMA a 30 hour week mentor coordinator for educational outreach on broad dimension of gender issues. Student services for students. Deputy title ix duties.

Black/African American Center: Director. Provides recruitment and outreach for African American/ Black students and provides student services for currently enrolled students.

Academic and Non-Academic staff:

The African/Black Faculty and Staff have formed an affinity group. Affinity groups can assist the University with the recruitment, retention, and development of employees, as well as provide support for students. By empowering its members, Employee Affinity Groups can also help increase morale, provide insights, and enhance institutional community engagement efforts.

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:

Yes

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

In 2019 the University was awarded the NSF Louis Stokes Alliances for Minority Participation (LSAMP) which assists American Indian students to pursue their doctoral degrees in STEM related fields. Each LSAMP Scholar is paired with a faculty mentor within their field of study.

The College of Education support the Ronald E. McNair Post-Baccalaureate Achievement Program (McNair). The mission of the McNair Program at the University of Idaho is to increase the participation of low-income, first generation, and underrepresented scholars in graduate research based studies. McNair is a comprehensive program structured to prepare undergraduates for successful careers as graduate students, professors, and professional researchers. At the University of Idaho, the McNair Program will provide services to at least twenty-five students each year.

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

Yes

Website URL where information about the institution's support for underrepresented groups is available:

<http://uidaho.edu/diversity>

Additional documentation to support the submission:

[U of I Nondiscrimination Policy 2018.html](#)

Data source(s) and notes about the submission:

public map of gender-neutral bathrooms:

<https://www.uidaho.edu/diversity/edu/lgbtqa/coming-out/gender-inclusive-restrooms>

Gender Inclusive living:

<https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/student-life/housing/residence-halls/housing-viewbook/vandal-living-viewbook.pdf>

Data source(s) and notes about the submission:

public map of gender-neutral bathrooms:

<https://www.uidaho.edu/diversity/edu/lgbtqa/coming-out/gender-inclusive-restrooms>

Gender Inclusive living:

<https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/student-life/housing/residence-halls/housing-viewbook/vandal-living-viewbook.pdf>

Affordability and Access

Score

2.68 / 4.00

Responsible Party

Lexi Arritt
Program Coordinator
Strategic Enrollment Management

Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

- A. Percentage of need met, on average, for students who were awarded any need-based aid
- B. Percentage of students graduating without student loan debt
- C. Percentage of entering students that are low-income
- D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

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

Percentage of need met, on average, for students who were awarded any need-based aid :

83.90 (83.9)

Percentage of students graduating without student loan debt:

32.90 (32.9)

Percentage of entering students that are low-income:

34 (34.0)

Graduation/success rate for low-income students:

50.67 (50.67)

A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:

There is no admission application fee for prospective students who are Idaho residents, or for TRIO students applying to the University of Idaho. In addition, the Office of the Dean of Students has developed a fee structure which will allow all low-income students the opportunity to attend New Student Orientation by waiving or reducing the \$100 fee.

Federal Pre-College TRIO Programs

In 1968, the University of Idaho became one of the first institutions in the nation to operate an Upward Bound program. The Upward Bound program is one of six programs being operated at the University of Idaho through the College of Education, Health and Human Sciences that are referred to as TRIO Programs. In support of a commitment to providing an educational opportunity for all Americans regardless of race, ethnic background or economic status, Congress established a series of programs (TRIO) to help low-income Americans enter college, graduate and move on to participate more fully in America's economic social life. Funding originally emerged out of the Economic Opportunity Act of 1964 and has been expanded to serve 2,800 TRIO projects across the U.S. and

nearly 800,000 low-income Americans. TRIO programs have been consistently funded at the UI since its inception.

Our programs include:

- Educational Talent Search
- Educational Opportunity Center
- Silver Valley Upward Bound
- STEM Access
- McNair Achievement
- Nations Upward Bound
- Bridge Idaho

A brief description of notable policies or programs to support non-traditional students:

The Center for Disability Access and Resources (CDAR) provides services and support to ensure individuals with disabilities are able to access and participate in all of the opportunities available at the University of Idaho. (

<https://www.uidaho.edu/current-students/cdar>

).

The Raven Scholars Program is an individualized, supported-transition program for University of Idaho students on the Autism Spectrum. This award-winning program was founded in 2011 with seed funds generously donated by Tom Alberg and Judi Beck of The Raven Trust. This free program has gained institutional support for the next five years and is moving towards a new Tiered Service Model in order to serve more Neurodivergent students at U of I. Please see more on our Program Model below. (

<https://www.uidaho.edu/current-students/cdar/raven-scholars>

)

Military and Veteran Services - Our office exists to help you apply for and receive VA education benefits whether you are a veteran, guardsman or reservist, on active duty, or a dependent of a veteran. (

<https://www.uidaho.edu/current-students/military-and-veteran-services>

)

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

12 (12.0)

Website URL where information about the institution's accessibility and affordability initiatives is available:

<https://www.uidaho.edu/ed/departments/trio/projects>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

* Percentage of entering students that are low-income is calculated as percent of incoming new freshmen receiving Pell Grants.

* Graduation/success rate for low-income students calculated as six year graduation rate for the Fall 2015 New Frosh Cohort who had received Pell.

Data source(s) and notes about the submission:

* Percentage of entering students that are low-income is calculated as percent of incoming new freshmen receiving Pell Grants.

* Graduation/success rate for low-income students calculated as six year graduation rate for the Fall 2015 New Frosh Cohort who had received Pell.

Investment & Finance

Points Earned 0.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

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

Credit		Points
Committee on Investor Responsibility	0.00 / 2.00	
	0.00 / 4.00	
	This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:	
	Total value of the investment pool (US/ Canadian dollars)	Total points available for the credit
Sustainable Investment	\$1 billion or more	5
	\$500 - 999 million	4
	Less than \$500 million	3
	Close	
Investment Disclosure	0.00 / 1.00	

Committee on Investor Responsibility

Score

0.00 / 2.00

Responsible Party

Linda Campos
Associate Vice President for Finance
Controller

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

An institution for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

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

Sustainable Investment

Score

0.00 / 4.00

Responsible Party

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Total value of the investment pool (US/ Canadian dollars)

Total points available for the credit

Linda Campos
Associate Vice
President for
Finance
Controller

\$1 billion or more	5
\$500 - 999 million	4
Less than \$500 million	3

[Close](#)

Criteria

Part 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 (CDFIs) 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 in Part 1.
- Green revolving loan funds that are funded from the endowment.

Part 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 during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.
- 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.
- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).
- 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 Documentation Fields will not be displayed.

Investment Disclosure

Score

0.00 / 1.00

Responsible Party

Linda Campos
Associate Vice President for Finance
Controller

Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

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

Wellbeing & Work

Points Earned 3.12

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	0.00 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	1.12 / 2.00

Employee Compensation

Score

0.00 / 3.00

Responsible Party

Brandi Terwilliger

Director

Human Resources

Criteria

Part 1. Living wage for employees

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for “2 Adults, 2 Children” (which assumes both adults are working) for the community in which the main campus is located.
- A Canadian institution must use [Living Wage Canada](#)’s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off \(LICO\)](#) for a family of four (expressed as an hourly wage),
- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

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

The local living wage (based on a family of four and expressed as an hourly wage):

23.39 (23.39 US/Canadian \$) US/Canadian \$

Percentage of employees that receive a living wage (benefits excluded):

50.59 (50.59)

Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:

Yes

A list or brief description of significant on-site contractors:

dining/catering services on campus (Chartwells Higher Ed, part of Compass Group)
Steam Plant Utilities operations (McKinstry, Sacyr Plenary Utility Partners Idaho)

Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):

0

Total compensation provided to the institution’s lowest paid regular, part-time or full-time employee or pay grade meets or exceeds what percentage of the living wage?:

None of the above (i.e. the lowest paid regular employee or pay grade earns less than the living wage)

A brief description of the minimum total compensation provided to the institution’s lowest paid employee or pay grade:

Benefits average an additional cost of 35.1% of the salary. Benefits cost are applied to health/dental/vision insurance, retirement plans, life insurance, social security, unemployment insurance, and workers compensation.

Has the institution made a formal commitment to pay a living wage?:

No

A copy or brief description of the institution's written policy stating its commitment to a living wage:

Website URL where information about employee compensation is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Assessing Employee Satisfaction

Score	Responsible Party
1.00 / 1.00	Wes McClintick IR Director Institutional Research

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:

Yes

Percentage of employees assessed, directly or by representative sample:

100 (100.0)

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

An anonymous survey is conducted annually by Great Colleges to Work For assisted by Institutional Research. It is the largest and most comprehensive workplace study in higher education and provides educational leads insights on the workplace experience for faculty and staff. The U of I first participated in this study in 2016 with a random sampling and has included all faculty and staff annually since 2017. The survey questions represent employee engagement and involvement at U of I by evaluating 15 "dimensions" of managerial and organizational competencies. Some of these include: Job satisfaction and support; professional development opportunities; faculty and staff wellbeing; performance management; supervisor effectiveness; communication; collaboration; diversity, inclusion, and belonging; mission and pride; and confidence in senior leadership.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

The Provost's Office reviews the survey and selects a steering committee to review key findings and coordinate responses and campus-wide integration and distribution. The steering committee works with the deans to provide academic feedback and the vice presidents to provide non-academic feedback. Staff Affairs Council and Faculty Senate are included in the process to ensure proper communication and integration campus-wide.

Example 1: Collaboration was identified as a potential concern. While unit collaboration is high, collaboration across the University shows opportunity for improvement. The steering committee has

incorporated faculty and staff council members and is addressing potential methods for improvement. Our score in collaboration increased two points in 2023 since 2021.

Example: Performance Management was identified as an opportunity for improvement. The UI is reviewing alignment of standards across faculty and staff, as well as potential reviewing current and potential employee awards. Our score performance management has remained stable since 2021.

Website URL where information about the employee satisfaction and engagement evaluation is available:

<https://www.uidaho.edu/provost/ir/assessment-evaluation/great-college-survey>

Additional documentation to support the submission:

[2023_University_of_Idaho_Topline_Survey_Results.pdf](#)

Data source(s) and notes about the submission:

Wes McClintick, Director; Institutional Research

Overall positive responses increased from 2021 to 2023, from 61 to 63%. This is the highest positive rating that the university has had since the inception of the survey.

Data source(s) and notes about the submission:

Wes McClintick, Director; Institutional Research

Overall positive responses increased from 2021 to 2023, from 61 to 63%. This is the highest positive rating that the university has had since the inception of the survey.

Wellness Program

Score

1.00 / 1.00

Responsible Party

Brandi Terwilliger

Director

Human Resources

Criteria

Part 1. Wellness program

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
2. Prohibits smoking and tobacco use across the entire campus.

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.

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s):

The university offers various tools and resources that support student, staff and faculty wellness.

All benefit-eligible employees may participate in Wellness Benefits:

- Wellness Program (University Recreation)
- Employee Assistance Plan
- Mental Health Hotlines
- Udaho Ombuds
- Tobacco Cessation Support
- Meditation Program
- Social Connections
- Digital Assistance
- Community Resources
- AbilitiCBT
- Blue Cross of Idaho Wellness Options
- Blue Cross of Idaho Health Coaching
- University of Idaho Benefit Services

Health and wellness programs for

students:<https://www.uidaho.edu/current-students/health-wellness>

- Student Health
- Counseling and Testing Center
- Vandal Health Education
- Campus Recreation
- Alcohol and Drugs program
- University Psychiatrist
- Nutritional Counseling

- College Health Issues
- Student Insurance Information
- Office of the Dean of Students

Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:

Yes

Does the institution restrict outdoor smoking?:

Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:

Yes

A copy of the institution's smoke-free policy:

The institution's smoke-free policy:

<https://www.uidaho.edu/governance/policy/policies/apm/35/28>

Website URL where information about the institution's wellness programs is available:

<http://www.uidaho.edu/human-resources/benefits/wellness>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Workplace Health and Safety

Score

1.12 / 2.00

Responsible Party

Samir Shahat

University Safety Officer & Executive Director
Environmental Health and Safety

Criteria

Part 1. Health and safety management system

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

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

Does the institution have an occupational health and safety management system (OHSMS)?:

Yes

Does the system use a nationally or internationally recognized standard or guideline?:

Yes

The nationally or internationally recognized OHSMS standard or guideline used:

Idaho Industrial Commission & Idaho General Safety and Health Standards follows OSHA's recommended Safety and Health Program Management Guidelines as stated in the 29 CFR. ID Division of Occupational and Professional Licenses inspects facilities yearly

A brief description of the key components of the custom OHSMS:

Annual number of recordable incidents of work-related injury or ill health:

82 (82.0)

Full-time equivalent of employees:

2,714 (2,714.0)

Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:

777 (777.0)

A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :

The prompt reporting of injuries or illnesses related to university employment or activities is essential to ensure that the person(s) involved have received the proper medical care, the situation causing the injury or illness has been identified, and the appropriate documentation has been completed. Prompt reporting allows university personnel to investigate the causes of these injuries or illnesses and to recommend preventive measures to eliminate or minimize the risk of similar occurrences.

- All employees can access directions on reporting on the Environmental Health and Safety website.

<https://www.uidaho.edu/dfa/division-operations/ehs/accident-incident-form>

- Workers Compensation reporting is handled through CorVel, the University of Idaho's third-party administrator (TPA) in Boise, ID. CorVel provides the university's employees with a 24/7 Work Injury reporting line (844) 213-2099. Employees are encouraged to call CorVel to report an incident and speak to a nurse even if medical attention is not necessary at the time of report. CorVel is responsible for claims adjusters, claims management, and workers compensation payments for medical care and lost time.

- The University of Idaho is notified immediately of all reports. Environmental Health and Safety follows up with each employee to complete an accident/incident report and prepares safety

recommendations (to mitigate the root cause of the incident) that are then sent to the Employee and Supervisor for review and implementation.

Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:

Website URL where information about the occupational health and safety program is available:

<https://www.uidaho.edu/dfa/administrative-operations/ehs/safety-programs/occupational-safety>

Additional documentation to support the submission:

[adminrules.idaho.gov.pdf](https://adminrules.idaho.gov/pdf)

Data source(s) and notes about the submission:

Notes:

Part 2: Full-time equivalent of employees and annual reported incidents are from 2022.

National guidelines continued:

The state of Idaho is regulated by the Idaho Industrial Commission and the Idaho General Safety and Health Standards that follows OSHA's recommended Safety and Health Program Management Guidelines. Idaho State Department of Building Safety inspects the University's facilities annually for compliance with the state safety standards.

The University of Idaho implements these values/standards with the following programs:

University Safety and Loss Control Committee (USLCC) is a university-level, standing committee of the university faculty and staff.

Environmental Health and Safety (EHS) Team- EHS is dedicated to promoting and supporting the university's culture of safety and efforts to protect human health, safety, and the environment. We exist to facilitate a safe learning and working environment by:

- § Minimizing accidents and injuries
- § Raising awareness through education
- § Providing technical support and compliance assistance
- § Recognizing and mitigating hazards
- § Reducing potential liabilities

Unit Safety Committees- each unit has a safety committee composed of employees and/or management personnel to encourage a culture of safety and culture of questioning for safe practice of daily operations, reduce the incidence of injuries and illness in the workplace, work as a team to develop and implement protocols that will improve safety in the working environment; and act as a tool for communicating safety information to all employees. These committees work with EHS staff and follow EHS programs and protocols.

Hazard Identification and Assessments- EHS encourages and trains all supervisors to use Job Hazard Analysis to be used as a tool by community as a systematic process for identifying hazards related to a specific job task and determining the best way to perform the task to eliminate or reduce those hazards.

Employee Training- Safety Matters and Fire Safety in the Workplace required of all employees. In addition, safety training is provided by 7 safety programs: Environmental Compliance, Fire Safety, Hazardous materials and Waste, Industrial Hygiene, Laboratory Safety, Occupational Safety, and Radiation Safety. All safety training is provided for faculty, staff and students free of charge.

Reporting Safety Concerns and Accident/Incident Reports: EHS provides a reporting submission system that allows for anonymous submission of safety concerns and an effective way to submit accident/incident claims.

Evaluation and improvement of programs: Employees participate in continuous improvement efforts, attend training, and engage in the safety culture frequently. EHS staff continuously review and update the safety programs, attend safety professionals training, and implement new ways to engage the workforce in the safety culture.

Data sources:

Workplace Health and Safety Submitter: Charlene Ewart, U of I, Occupational Safety Specialist, Environmental Health and Safety

Baseline year FTE: Jane Westervelt, U of I, Administrative Financial Specialist, Environmental Health and Safety

Affiliate Data: Wesley McClintick, U of I IR Coordinator & Senior Analyst, Institutional Effectiveness and Accreditation

Workers Compensation Data: Jana Thompson, Account Manager, CorVel Corporation, Boise Idaho

Affiliate Data McKinstry: Wayne D Potter, PE, U of I Director of P3 Administration, Finance and Administration

Affiliate Data Idaho Eats: Shannon Easttum, Idaho Eats Controller, Moscow, ID; Note data taken from total work hours April 2023.

Websites related to OHS programs:

Environmental Health and Safety (

www.uidaho.edu/safety

)

<https://www.uidaho.edu/dfa/administrative-operations/ehs/safety-programs/occupational-safety>

APM Chapter 35: Environmental Health and Safety (

<https://www.uidaho.edu/governance/policy/policies/apm/35>

)

Data source(s) and notes about the submission:

Notes:

Part 2: Full-time equivalent of employees and annual reported incidents are from 2022.

National guidelines continued:

The state of Idaho is regulated by the Idaho Industrial Commission and the Idaho General Safety and Health Standards that follows OSHA's recommended Safety and Health Program Management Guidelines. Idaho State Department of Building Safety inspects the University's facilities annually for compliance with the state safety standards.

The University of Idaho implements these values/standards with the following programs:

University Safety and Loss Control Committee (USLCC) is a university-level, standing committee of the university faculty and staff.

Environmental Health and Safety (EHS) Team- EHS is dedicated to promoting and supporting the university's culture of safety and efforts to protect human health, safety, and the environment. We exist to facilitate a safe learning and working environment by:

- § Minimizing accidents and injuries
- § Raising awareness through education
- § Providing technical support and compliance assistance
- § Recognizing and mitigating hazards
- § Reducing potential liabilities

Unit Safety Committees- each unit has a safety committee composed of employees and/or management personnel to encourage a culture of safety and culture of questioning for safe practice of daily operations, reduce the incidence of injuries and illness in the workplace, work as a team to develop and implement protocols that will improve safety in the working environment; and act as a tool for communicating safety information to all employees. These committees work with EHS staff and follow EHS programs and protocols.

Hazard Identification and Assessments- EHS encourages and trains all supervisors to use Job Hazard Analysis to be used as a tool by community as a systematic process for identifying hazards related to a specific job task and determining the best way to perform the task to eliminate or reduce those hazards.

Employee Training- Safety Matters and Fire Safety in the Workplace required of all employees. In addition, safety training is provided by 7 safety programs: Environmental Compliance, Fire Safety, Hazardous materials and Waste, Industrial Hygiene, Laboratory Safety, Occupational Safety, and Radiation Safety. All safety training is provided for faculty, staff and students free of charge.

Reporting Safety Concerns and Accident/Incident Reports: EHS provides a reporting submission system that allows for anonymous submission of safety concerns and an effective way to submit accident/incident claims.

Evaluation and improvement of programs: Employees participate in continuous improvement efforts, attend training, and engage in the safety culture frequently. EHS staff continuously

review and update the safety programs, attend safety professionals training, and implement new ways to engage the workforce in the safety culture.

Data sources:

Workplace Health and Safety Submitter: Charlene Ewart, U of I, Occupational Safety Specialist, Environmental Health and Safety

Baseline year FTE: Jane Westervelt, U of I, Administrative Financial Specialist, Environmental Health and Safety

Affiliate Data: Wesley McClintick, U of I IR Coordinator & Senior Analyst, Institutional Effectiveness and Accreditation

Workers Compensation Data: Jana Thompson, Account Manager, CorVel Corporation, Boise Idaho

Affiliate Data McKinstry: Wayne D Potter, PE, U of I Director of P3 Administration, Finance and Administration

Affiliate Data Idaho Eats: Shannon Easttum, Idaho Eats Controller, Moscow, ID; Note data taken from total work hours April 2023.

Websites related to OHS programs:

Environmental Health and Safety (
www.uidaho.edu/safety
)

<https://www.uidaho.edu/dfa/administrative-operations/ehs/safety-programs/occupational-safety>

APM Chapter 35: Environmental Health and Safety (
<https://www.uidaho.edu/governance/policy/policies/apm/35>
)

Innovation & Leadership

Innovation & Leadership

Points Earned 4.00

Points Available 4.00

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

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the [STARS website](#). These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

Credit	Points
External Reporting Assurance	0.50 / 0.50
Food Bank	0.50 / 0.50
Green Event Certification	0.50 / 0.50
Grounds Certification	0.50 / 0.50
Sustainability Projects Fund	0.50 / 0.50
Voter Education and Support	0.50 / 0.50
Innovation A	0.50 / 0.50
Innovation B	0.50 / 0.50

External Reporting Assurance

Score	Responsible Party
0.50 / 0.50	Olivia Wiebe Sustainability Manager Office of the President

Criteria

Institution's STARS assurance process (as documented in the Reporting Assurance credit) includes an external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

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

Did the assurance process for the institution's current STARS submission include an external audit?:

Yes

Is the external audit fully documented in the Reporting Assurance credit?:

Yes

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Food Bank

Score

0.50 / 0.50

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

Institution hosts a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students. The food bank, pantry, or equivalent may serve employees or local community members in addition to students.

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

Does the institution host a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students?:

Yes

A brief description of the food bank, pantry, or equivalent resource:

The Vandal Food Pantry opened a grocery-style food pantry in Shoup Hall 105. The pantry is open to all student, staff, faculty and community members from 9:00am-5:00pm, Monday through Friday. The Vandal Food Pantry is a donation-based pantry that aims to serve those in the community who are facing short term food insecurity with perishable and non-perishable items and several options for dietary restrictions. The VFP relies on donations and food drives to keep the pantry stocked.

The Mobile Food Pantry was available the first Wednesday of every month in partnership with the Idaho Food Bank. Campus and community members are invited to participate on the first Wednesday of every month, noon until the food runs out. Fresh perishable and non-perishable pre-packaged foods are available. Drive-thru style in Parking Lot 60 (east of the Moscow Intermodal Transit Center). This program has been put on hold by the Idaho Food Bank due to the decrease in known food insecurity in our community.

**Volunteers collect a summary of information from those who visit the Mobile Food Pantry. The data collected includes: name, city of residency, whether you are a first time or returning visitor of the Mobile Food Pantry, household size and ages of household members.

Idaho Eats, the campus dining service, also offers a program titled Swipe Out Hunger. This program provides quick, short-term relief to current students, staff, and faculty. If any student, staff, and/or faculty member are experiencing food insecurity, they may receive a limited number of emergency meal swipes to campus dining facilities. To receive these swipes campus members must submit a VandalCARE report where they will be connected with a VandalCARE team representative to assist.

Website URL where information about the food bank is available:

<https://www.uidaho.edu/current-students/student-involvement/food-pantry>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Olivia Wiebe; Sustainability Manager, Office of the President

Data source(s) and notes about the submission:

Olivia Wiebe; Sustainability Manager, Office of the President

Green Event Certification

Score

0.50 / 0.50

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

Institution has or participates in a green event certification program and has held one or more certified events in the previous year. The certification program addresses at least three of the following:

- Sustainable transportation options, teleconferencing options, and/or carbon offsets
 - Sustainable catering (e.g., sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)
 - Paper consumption (e.g., minimization and recycled/FSC certified content)
 - Energy efficiency (e.g., equipment and lighting)
 - Waste minimization and diversion
 - Communications and/or signage about the sustainable practices
-

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

Does the institution have or participate in a green event certification program?:

Yes

Has the institution held one or more certified events in the previous year?:

Yes

Does the institution's green event certification program address the following?:

	Yes or No
Sustainable transportation options, teleconferencing options, and/or carbon offsets	Yes
Sustainable catering (e.g., sourcing local and third party certified food and beverages, providing vegetarian/vegan options, using reusable/compostable materials)	Yes
Paper consumption (e.g., minimization and recycled/FSC certified content)	Yes
Energy efficiency (e.g., equipment and lighting)	Yes
Waste minimization and diversion	Yes
Communications and/or signage about the sustainable practices	Yes

A brief description of the institution's green event certification program:

The Green Event Guide is designed to promote sustainable behavior and practices in university affiliated events. Departments, colleges, units and student groups are invited to fill out the Green Event Checklist and apply for Bronze, Silver, Gold or Platinum certifications for their events. Areas of

focus include food, waste, advertising, transportation, engagement and supplies, with room for each group to highlight other specific features.

Website URL where information about the green event certification program is available:

<https://www.uidaho.edu/sustainability/get-involved/event>

Additional documentation to support the submission:

[UI_Green_Events_Checklist.pdf](#)

Data source(s) and notes about the submission:

Olivia Wiebe, Sustainability Manager, Office of the President

Data source(s) and notes about the submission:

Olivia Wiebe, Sustainability Manager, Office of the President

Grounds Certification

Score

0.50 / 0.50

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

Institution owns and/or manages land that is currently certified under one or more of the following programs:

- ArbNet Arboretum Accreditation
- Audubon Cooperative Sanctuary Program (ACSP)
- Bee Campus USA
- Demeter Biodynamic
- Forest Stewardship Council (FSC) Forest Management standard
- International Union for Conservation of Nature (IUCN) Green List Standard
- National Wildlife Federation's Certified Wildlife Habitat Program
- An [Organic standard](#) or [Participatory Guarantee System](#) (PGS) endorsed by IFOAM
- Salmon-Safe
- Sustainable Sites Initiative (SITES)
- Tree Campus USA (Arbor Day Foundation)
- An equivalent third party certification program for the protection and promotion of biodiversity approved by AASHE.

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

Does the institution own and/or manage land that is currently certified under the following programs? (at least one positive response required):

	Yes or No
ArbNet Arboretum Accreditation	---
Audubon Cooperative Sanctuary Program (ACSP)	---
Bee Campus USA	Yes
Demeter Biodynamic	---
Forest Stewardship Council (FSC) Forest Management standard	---
International Union for Conservation of Nature (IUCN) Green List Standard	---
National Wildlife Federation's Certified Wildlife Habitat Program	---

	Yes or No
An Organic standard or Participatory Guarantee System (PGS) endorsed by IFOAM	---
Salmon-Safe	---
Sustainable Sites Initiative (SITES)	---
Tree Campus USA (Arbor Day Foundation)	Yes
An equivalent program approved by AASHE	---

A brief description of the institution's third party certified land holdings:

The University of Idaho's Moscow Campus has earned Bee Campus certification through the Xerces Society by committing to increasing native plantings in landscaping, providing nesting sites and reducing the use of pesticides.

As a member, we have committed to creating and enhancing native pollinator habitat through our landscaping choices, service-learning and educational opportunities.

The Moscow campus has also received recognition for our dedication to fostering community forests and caring for our core campus trees through the Arbor Day Foundation's Tree Campus in Higher Education program.

This program elevates campuses that establish a Tree Care Advisory Committee, draft a Campus Tree Care Plan, and host service-learning opportunities that connect the community with tree and forest stewardship activities.

UI Moscow also hired an Environmental Horticulturist to begin work on earning recognition through the Audubon Cooperative Sanctuary Program for our Golf Course.

Documentation affirming the certification(s):

Website URL where information affirming the certification(s) is available:

<https://www.uidaho.edu/sustainability/bio-land/bees>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Olivia Wiebe; Sustainability Manager, Office of the President

Bee Campus:

<https://www.uidaho.edu/sustainability/bio-land/bees>

Tree Campus:

<https://www.uidaho.edu/sustainability/bio-land/trees>

Data source(s) and notes about the submission:

Olivia Wiebe; Sustainability Manager, Office of the President

Bee Campus:

<https://www.uidaho.edu/sustainability/bio-land/bees>

Tree Campus:

<https://www.uidaho.edu/sustainability/bio-land/trees>

Sustainability Projects Fund

Score

0.50 / 0.50

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

Institution has a dedicated fund (e.g., a green fund) to support campus sustainability projects.

The fund is ongoing (i.e., not a one-time award or grant) and includes a multi-stakeholder decision-making process to determine which projects receive funding.

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

Name of the institution's sustainability projects fund:

Alternative Energy Initiatives

Which of the following best describes the primary source of funding for the sustainability projects fund?:

Student fees

Year the institution's sustainability projects fund was established:

2,020 (2,020.0)

A brief description of the institution's sustainability projects fund:

This \$1.75 per full time student, per semester fee provides funding to innovative student-led campus projects relating to alternative energy and green infrastructure to further the university's goal of carbon neutrality by 2030.

A brief description of the multi-stakeholder decision-making process used to determine which projects receive funding through the sustainability projects fund:

This fund is managed by the University Director of Sustainability. The fee was established immediately before the 2020 pandemic, and no projects have been funded as of time of reporting. The proposed method for funding allocation decisions is to review of projects proposed by students that intersect with organizational priorities by a board of vested members. This board will be lead by the University Director of Sustainability and include the Sustainability Manager and Sustainability Coordinator, a representative from the Division of Finance and Administration, and the Director of Sustainability from the Associated Students of the University of Idaho.

Website URL where information about the sustainability projects fund is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Olivia Wiebe, Sustainability Manager, Office of the President

Data source(s) and notes about the submission:

Olivia Wiebe, Sustainability Manager, Office of the President

Voter Education and Support

Score

0.50 / 0.50

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

Institution has been recognized by/as one of the following during the previous three years:

- [Voter Friendly Campus](#) (U.S.),
 - [ALL IN Campus Democracy Challenge](#) (Silver level or higher) (U.S.), OR
 - An equivalent, external voter education and support recognition program approved by AASHE
-

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

Has the institution earned the following during the previous three years?:

	Yes or No
Voter Friendly Campus (U.S.)	---
ALL IN Campus Democracy Challenge (Silver level or higher) (U.S.)	Yes
An equivalent, external voter education and support recognition program approved by AASHE	---

Documentation affirming the institution's recognition for voter education and support:

Website URL where information affirming the institution's recognition for voter education and support is available:

<https://allinchallenge.org/campuses/university-of-idaho/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The Associated Students of the University of Idaho (ASUI) have created a "Vandals Vote" program to help facilitate voter registration and civic engagement of the students.

<https://www.uidaho.edu/current-students/student-involvement/asui/social-action/vandals-vote>

ASUI, Department of Student Involvement

<https://allinchallenge.org/seal-awardees/>

Data source(s) and notes about the submission:

The Associated Students of the University of Idaho (ASUI) have created a "Vandals Vote" program to help facilitate voter registration and civic engagement of the students.

<https://www.uidaho.edu/current-students/student-involvement/asui/social-action/vandals-vote>

ASUI, Department of Student Involvement

<https://allinchallenge.org/seal-awardees/>

Innovation A

Score

0.50 / 0.50

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

Office of Sustainability Established in the Office of the President

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

In 2023, President C. Scott Green led the effort to hire the first University Sustainability Director into the Office of the President, a rare reporting structure in higher education. The University Sustainability Director soon established the Office of Sustainability, along with the new position of Sustainability Manager, within the Office of the President.

Historically, sustainability efforts had been led by the student-fee funded Sustainability Center and was housed in various units around campus.

The direct reporting line between the University Sustainability Director and the President, as well as the position of the Office of Sustainability in the Office of the President, has elevated the sustainability efforts on campus with new resources and support, allowing rapid progress on new campus sustainability initiatives. This move also increases the intercampus collaboration potential and the visibility of UI's sustainability challenges and successes.

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the innovation is available :

<http://uidaho.edu/sustainability>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Innovation B

Score

0.50 / 0.50

Responsible Party

Olivia Wiebe
Sustainability Manager
Office of the President

Criteria

Institution has a new, extraordinary, unique, ground-breaking, or uncommon outcome, policy, or practice that addresses a sustainability challenge and is not covered by an existing credit.

1. In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
2. Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
3. The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
4. The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
5. The innovative practice or program should originate from an area within the defined institutional boundary.
6. Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g., being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
7. Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
8. While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

Interdepartmental Environmental Horticulturist Position

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

In 2023, the University Sustainability Director, the Director of Facilities Operations and Director of Auxiliaries Services collaborated on creating an interdepartmental position to tackle the growing need for sustainable landscaping knowledge and implementation. The Environmental Horticulturist (EH) position was established to lead and manage campus ground certifications such as Bee Campus USA, Arbor Day Foundation's Tree Campus in Higher Education, and the Audubon Cooperative Sanctuary for Golf program. The EH is housed within the Landscaping department in Facilities, but has a dual reporting line to the University Sustainability Director. The EH is also responsible for drafting the University's first Integrated Pest and Pollinator Management Plan (IPPM), creating and establishing native plant beds, and assisting with service-learning events.

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

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

Additional documentation to support the submission:

[Environmental_Horticulturist_Job_Description.pdf](#)

Data source(s) and notes about the submission:
