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2023

University of South Dakota 2023 AASHE STARS Assessment Report

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University of South Dakota

STARS REPORT

Date Submitted: [Preview](#)

Provisional Rating: Bronze

Provisional Score: 26.60

Online Report: [University of South Dakota](#)

STARS Version: 2.2

This is a preview of the final STARS Report.

The final version of the report will be available upon publication, at which time the final rating will be awarded and the data contained in the report will become publicly available on the STARS website.

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

Provisional Score 26.60

Provisional Rating: Bronze

Report Preface

Introduction	0.00 / 0.00
Institutional Characteristics	0.00 / 0.00

Academics

Curriculum	8.00 / 40.00
Research	5.33 / 18.00

Engagement

Campus Engagement	5.84 / 21.00
Public Engagement	7.68 / 20.00

Operations

Air & Climate	3.68 / 11.00
Buildings	1.53 / 8.00
Energy	2.78 / 10.00
Food & Dining	0.00 / 8.00
Grounds	0.81 / 3.00
Purchasing	1.50 / 6.00
Transportation	0.20 / 7.00
Waste	3.37 / 10.00
Water	0.00 / 7.00

Planning & Administration

Coordination & Planning	4.00 / 9.00
Diversity & Affordability	6.15 / 10.00
Investment & Finance	0.00 / 6.00
Wellbeing & Work	2.60 / 7.00

Innovation & Leadership

Innovation & Leadership	0.00 / 4.00
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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 Claimed 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

Provisional Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Meghann Jarchow

Chair & Associate Professor
Department of Sustainability & Environment

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_Report-SKGFinal.pdf](#)

Points of Distinction

Provisional Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

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.

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

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and 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

Provisional Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	Meghann Jarchow Chair & Associate Professor Department of Sustainability & Environment
Close	

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:

USD's main campus in Vermillion, SD is included in this report. The Community College for Sioux Falls, the GEAR Center, and the Sanford School of Medicine campuses outside of Vermillion are not included in this report.

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

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

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

The National Music Museum is not included in the institutional boundary. The National Music Museum is a partnership between the National Music Museum, Inc., a non-profit, 501(c)(3) corporation (responsible for acquisitions, public exhibiting, and programming) and the University of South Dakota (providing staff and facilities for preservation, teaching, and research).

Additional documentation to support the submission :

Operational Characteristics

Provisional Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Meghann Jarchow

Chair & Associate Professor
Department of Sustainability & Environment

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:

264,100,000 *US/Canadian \$*

Total campus area:

274 *Acres*

Locale:

Small town

IECC climate zone:

5 - Cool

Gross floor area of building space:

2,475,016 *Gross Square Feet*

Floor area of laboratory space:

87,006 *Square Feet*

Floor area of healthcare space:

8,223 *Square Feet*

Floor area of other energy intensive space:

31,113 *Square Feet*

Additional documentation to support the submission :

Data source(s) and notes about the submission:

Endowment size is June 2020 from the 2020 USD Foundation Endowment Report.
The IECC climate zone is from the US Office of Energy Efficiency & Renewable Energy from 2012.
Building and energy-intensive spaces determined from data retrieved from Banner and compiled by Meghann Jarchow.

Academics and Demographics

Provisional Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Meghann Jarchow

Chair & Associate Professor
Department of Sustainability & Environment

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:

9

Number of academic departments (or the equivalent):

39

Number of students enrolled for credit:

12,276

Total number of employees:

1,567

Full-time equivalent student enrollment:

7,671

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

2,890

Full-time equivalent of employees:

1,377

Number of students resident on-site:

1,922

Number of employees resident on-site:

0

Number of other individuals resident on-site:

0

Weighted campus users, performance year:

5,099

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data is for the 2020-2021 academic year and was compiled and calculated by USD Institutional Research and Information Technology.

Academics

Curriculum

Points Claimed 8.00

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	0.00 / 14.00
Learning Outcomes	0.00 / 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
Incentives for Developing Courses	/ 2.00
Campus as a Living Laboratory	/ 4.00

Academic Courses

Provisional Score

0.00 / 14.00

Responsible Party

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.

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

Learning Outcomes

Provisional Score

0.00 / 8.00

Responsible Party

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.

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

Undergraduate Program

Provisional Score

3.00 / 3.00

Responsible Party

Holly Black
Sustainability
Sustainability & Environment

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:

Sustainability

A brief description of the undergraduate degree program:

The program provides training in how to understand and address complex, interdisciplinary problems and work with people from a variety of backgrounds. Our faculty members actively conduct research on a range of environmental, social and economic issues. Students majoring in sustainability may choose either an Environmental Science Specialization or a Human and Natural Systems Specialization.

Website URL for the undergraduate degree program:

<https://www.usd.edu/arts-and-sciences/sustainability/undergraduate>

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

Biology

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

The Biology (B.S) major includes a specialization in Conservation and Biodiversity.

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

http://catalog.usd.edu/preview_program.php?catoid=32&poid=6015&hl=%22Biology+%28B.S.%29%22&returnto=search

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

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

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

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

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

Yes

Name of the sustainability-focused undergraduate minor or concentration:

Sustainability

A brief description of the undergraduate minor or concentration:

Similar to the Major, the Sustainability Minor program provides training in how to understand and address complex, interdisciplinary problems and work with people from a variety of backgrounds. Our faculty members actively conduct research on a range of environmental, social and economic issues. Students complete a set of core courses and choose from a large variety of elective courses to complete the 18 credit hours required.

Website URL for the undergraduate minor or concentration:

http://catalog.usd.edu/preview_program.php?catoid=32&poid=6205&hl=%22Sustainability%22&returnto=search

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

Geospatial Analysis Certificate

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

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

http://catalog.usd.edu/preview_program.php?catoid=32&poid=6288&hl=%22Geospatial+Analysis%22&returnto=search

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

Earth Sciences

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

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

http://catalog.usd.edu/preview_program.php?catoid=32&poid=6042&hl=%22Earth+Sciences%22&returnto=search

The name and website URLs of all other sustainability-focused undergraduate minors and concentrations:**Sustainability in Business Certificate:**

The target audience for USD's Sustainability in Business certificate includes two academic units. Students of the Beacom School with an interest in sustainable operations, green marketing, entrepreneurship, and implications of sustainability in economics, accounting, and management. Students of the School of Arts and Sciences with an interesting in understanding the business case for sustainable practices.

http://catalog.usd.edu/preview_program.php?catoid=32&poid=6514

Conservation & Biodiversity Minor

The Conservation and Biodiversity minor may accompany any major other than the Biology B.S., but it is especially suitable for students with interests in Sustainability, ecology, or natural resources.

[http://catalog.usd.edu/preview_program.php?catoid=32&poid=6208&hl=%22conservation%22&returnto=s](http://catalog.usd.edu/preview_program.php?catoid=32&poid=6208&hl=%22conservation%22&returnto=search)

earch

Additional documentation to support the submission:

Data source(s) and notes about the submission:

I found the majors, minors, and certificates through the USD course catalog as well as the descriptions.

Graduate Program

Provisional Score

3.00 / 3.00

Responsible Party

Holly Black
Sustainability
Sustainability & Environment

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:

Sustainability (M.S., Ph.D.)

A brief description of the graduate-level degree program:

Sustainability is an interdisciplinary field of study, and the disciplines provide resources for sustainability pedagogy and research. Our rural location presents amazing hands-on research opportunities through the Missouri River Institute and their projects supported through the National Science Foundation. Sustainability is often described as having three pillars: environmental sustainability, social sustainability, and economic sustainability. USD's faculty has expertise in all three areas including environmental sustainability expertise through departments of biology and chemistry; social sustainability expertise through departments of political science, sociology, anthropology and philosophy; and economic sustainability through the Beacom School of Business. USD is the second university in the U.S. to offer sustainability degrees at the bachelor's, master's and Ph.D. levels. Prepares you for careers in the areas of sustainable practices, natural resource management, renewable energy, community planning, non-governmental organizations focused on sustainable development and education.

Website URL for the graduate-level degree program:

<https://www.usd.edu/arts-and-sciences/sustainability/graduate>

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

Biology (M.S)

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

The M.S. degree is intended for students choosing to gain experience in scientific research with professional goals in biology, such as graduate education; working for a federal or state agency or non-governmental organization; securing employment in industry; or teaching in secondary and higher education. Students can choose to specialize in conservation and biodiversity. Research areas include aquatic and terrestrial ecology, conservation biology, sustainability, ecotoxicology, plant and animal physiology, molecular biology, neuroscience, cell biology, developmental biology, genetics and evolution.

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

<https://www.usd.edu/arts-and-sciences/biology/graduate>

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

Masters of Public Health (M.P.H)

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

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

<https://www.usd.edu/usd-online/online-programs/master-of-public-health>

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

M.S Sustainability/J.D dual degree program

<https://www.usd.edu/law/joint-degree-sustainability>

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:

Geospatial Analysis Certificate

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

Earn your credentials to work in a wider range of fields including environmental sciences, community planning, and archeology. Geospatial analysis is the collection, analysis and visualization of spatial data. Doing geospatial analysis requires the ability to use software including (GIS) and remote sensing programs and may require the ability to use equipment and hardware that integrate with the software including sensors and unmanned aerial vehicles (UAVs).

Website URL for the graduate minor, concentration or certificate:

https://catalog.usd.edu/preview_program.php?catoid=31&poid=5983&hl=%22Sustainability%22&returnto=search

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

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

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

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

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

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

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

I found this information in the USD course catalog and on the Sustainability and Biology Departments' websites. Descriptions were taken from those pages as well.

Immersive Experience

Provisional Score

2.00 / 2.00

Responsible Party

Holly Black
Sustainability
Sustainability & Environment

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:

Partners in the Parks: USD Honors Program is a National Collegiate Honors Council Member which allows students in the Honors Program to attend Partners in the Parks service-learning/outdoor experimental learning projects. For example, one project was a week at Zion National Park. This included 15 honors students from across the country coming together to volunteer at the park, learn, and admire the beauty of the American National Park System.

Faculty-Led Programs: USD offers a variety of sustainability focused Faculty-Led Programs that allow students to travel and gain college credit. Examples include USD FLP Malta: Coastal and Marine Sustainability (SUST), USD FLP Greece: Isles of Greece! (SUST, HIST, ENGL, several cross-listings), and USD FLP Costa Rica: Biology Field Ecology (BIOL).

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Information about Partners in the Parks:

<https://www.nchchonors.org/events/partners-in-the-parks>

FLP:

https://usd-sa.terradotta.com/index.cfm?FuseAction=Abroad.ViewLink&Link_ID=4135B90F-5056-BA2E-6FACFA5AD709DA92

Sustainability Literacy Assessment

Provisional Score

/ 4.00

Responsible Party

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.

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

Incentives for Developing Courses

Provisional Score

/ 2.00

Responsible Party

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.

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

Campus as a Living Laboratory

Provisional Score

/ 4.00

Responsible Party

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.

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

Research

Points Claimed 5.33

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	/ 12.00
Support for Sustainability Research	4.00 / 4.00
Open Access to Research	1.33 / 2.00

Research and Scholarship

Provisional Score

/ 12.00

Responsible Party

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.

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

Support for Sustainability Research

Provisional Score

4.00 / 4.00

Responsible Party

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:

Sustainable RIVER REU: "Through individual research projects with faculty mentors from the multi-disciplinary Missouri River Institute, students accepted into this program address the question of how invasive elements in the Missouri River and its uplands affect the sustainability of the river and the humans who depend on it." Students are provided with a \$5,500 stipend and more than \$1,000 for food, housing, and travel.

REU Undergraduate Research in Fluorine Chemistry: "In collaboration with the Center for Fluorinated Functional Materials (CFFM), this program supports six intensive summer research experiences for undergraduate students in the department of Chemistry at the University of South Dakota that focuses on research related to fluorine chemistry. CFFM also provides six undergraduate research stipends for a total of twelve participants. This NSF award (CHE-1757652) also provides a living allowance, research support and travel to a regional and/or national fluorine conference for undergraduate participants. Research projects relate to: the synthesis of fluorinated monomers used in luminescence sensors and electronic devices; inorganic doped lanthanum fluoride upconversion nanoparticles for forensic applications; electrochemical deposition of fluorine monomers for battery technology; Fluorine-carbon bond activation and catalysis; analytical SERS detection of agrochemicals; and computational fluorine chemistry."

Missouri River Natural Resources Intern Program: "The Missouri River Institute (

www.usd.edu/mri

) and National Park Service (

) partner yearly to offer students a Missouri River Natural Resources Internship Program. Internships will focus on Missouri River-related scientific research, land management, inventory and monitoring, and environmental education projects.”

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:

Missouri River Institute: “The Missouri River Institute (MRI) seeks to increase interest in and knowledge about the Missouri River and its basin. The work of the MRI focuses on both the natural and cultural resources of the river. In this regard, the MRI seeks to develop and promote activities related to river issues in the areas of research, education and public outreach. The Missouri River Institute is active in Missouri River research and education. MRI faculty have extensive knowledge about Missouri River Basin issues. Our location on the 59-mile segment of the Missouri National Recreational River gives us unique access to this special section of river. This enables many opportunities for research, education and outreach.

The MRI has its own boats and sampling equipment. Agreements between private landowners and the MRI allow access to the river for research and educational purposes. The MRI uses this access to promote river research, education and public outreach about the Missouri River. The MRI has access to a wide variety of expertise at USD. This includes faculty directly affiliated with the institute. The MRI also supports graduate and undergraduate research assistants involved in river research activities and database programming.”

Center for Fluorinated Functional Materials: “The Center for Fluorinated Functional Materials (CFFM) is supported by the South Dakota Research and Commercialization Council. It is a five-year, \$2.7 million grant awarded to the Department of Chemistry to work on the discovery and commercialization of new fluorinated functional materials. Its research activities include:

- Fluorinated organic semiconductor materials for next generation flexible electronics
- Fluorinated materials for high capacity batteries
- Fluorinated macromolecules and nanomaterials for sensing
- Fluorinated photonic materials for security printing and biomedical imaging
- Catalytic fluorination
- High-value fluorinated fine chemicals

CFFM supports both cutting-edge researches and workforce development.”

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:

[Expectations_of_the_Faculty.pdf](#)

The promotion or tenure guidelines or policies:

“Met Expectations” for the rank of professor at the University of South Dakota includes the criteria of “Leadership role(s) in interdisciplinary or multidisciplinary research teams”, according to the Faculty Handbook.

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:

The Sustainability & Environment department has guides on finding literature, citation, making infographics, doing presentations, and crafting research papers posted on the University of South Dakota's library website.

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

https://libguides.usd.edu/sustainability_environment/GettingStarted

Additional documentation to support the submission:

Open Access to Research

Provisional Score

1.33 / 2.00

Responsible Party

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://red.library.usd.edu/>

A brief description of the open access repository:

USD RED is provided as a free open access repository for all academic faculty and student research output. This includes presentations, publications, and creative works.

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?:

No

A brief description of the open access APC fund:

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:

Students and faculty can access material from hundreds of scientific journals and 258 separate academic databases using their university email account. The University of South Dakota's library hosts search engines to accommodate this and additionally provides students and faculty with a free interlibrary loan program (ILLiad).

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

2.32

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

<https://red.library.usd.edu/>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Estimated percentage within the "Optional Fields" section was obtained by comparing the number of unique titles in the attached .CSV with the number of USD RED publications and creative works from 2022-2019.

Engagement

Campus Engagement

Points Claimed 5.84

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	0.00 / 4.00
Student Orientation	1.14 / 2.00
Student Life	1.25 / 2.00
Outreach Materials and Publications	1.20 / 2.00
Outreach Campaign	0.00 / 4.00
Assessing Sustainability Culture	1.00 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	0.00 / 1.00
Staff Professional Development and Training	1.25 / 2.00

Student Educators Program

Provisional Score

0.00 / 4.00

Responsible Party

Morgan Hughes
Sustainability
Sustainability & Environment

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:

12,276

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

0

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

0

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

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

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

Number of trained student educators (1st program):

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

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

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

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

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

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

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

Number of trained student educators (2nd program):

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

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

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

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

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

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

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

Number of trained student educators (3rd program):

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

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

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

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

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

Number of trained student educators (all other programs):

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

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

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

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:

0

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

:

<https://www.usd.edu/institutional-research/enrollment-dashboard>

Student Orientation

Provisional Score

1.14 / 2.00

Responsible Party

Morgan Hughes
Sustainability
Sustainability & Environment

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	No

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

57

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

The presentation to new students includes information on campus recycling. The information presented goes over the USD recycling program and how to be efficient in recycling on campus.

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

Additional documentation to support the submission:

[Recycling__New_Student_Orientation.pdf](#)

Data source(s) and notes about the submission:

Below is the notes associated with the attached slide:

USD Recycling is a team of students who collect recyclables from residence halls and other buildings so they can be turned into something new. Recycling guidelines on campus may be different from other places you might have recycled. You can check the label on a bin to see what you can recycle. If you're not sure, it's better to send something to the landfill than risk contaminating the recycling bin. Contaminants like food, liquid, and plastic bags can ruin the whole load and keep any of it from being recycled. Thank you for doing your part to reduce waste.

Dashboard where I received the number of undergraduate students:

<https://www.usd.edu/institutional-research/enrollment-dashboard>

In order to get the slide I reached out to Brooke Poppe.

Brittany Wagner informed me that there was nothing for the graduate orientation.

Student Life

Provisional Score

1.25 / 2.00

Responsible Party

Morgan Hughes
Sustainability
Sustainability & Environment

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:

The University of South Dakota Environmental Club focuses primarily on sustainability education, primarily through activities within the club and reaching students around campus. The club also are trying to get more into a community-focused outreach.

UNA (United Nations Association) USA: Focuses on education of the 17 sustainable development goals. The club discusses the goals and volunteers in relation to the goals in many ways such as trash pick ups and helping the food pantry.

AWOL: Allows students to take individual trips to various locations to learn more about sustainable practices in those areas.

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?:

No

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

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:

Fomeno is a thrifting business started by USD students. The funding for the business to begin came from the Hultz Prize, but it is not directly associated with the university.

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?:

Yes

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

The USD Green Initiative Fund allows students to implement projects focusing on sustainable issues such as waste reduction or lowered emissions.

<https://www.usd.edu/student-life/sga/campus-green-initiative-fund#:~:text=The%20Green%20Initiative%20Fund%20gives,toward%20a%20sustainable%20campus%20environment>

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:

Solve Climate by 2030 : is a webinar that USD worked with other universities across the world to produce, it is part of the larger Solve Climate by 2030 project. The flyer attached shows the speakers and their areas of expertise.

Earth Day 2021: Mural Artist Nina Elder joined us to discuss "what sustains?", a book discussion, a 5k and a discussion of Native American water rights with the Law School.

Earth Day 2020 had no on campus events, but there were virtual events. There were guests with recipes to share and other sustainability related material posted on Facebook.

Earth Day 2019: A book talk regarding sustainability was coordinated with our local library in addition to other events.

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?:

No

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

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

No

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

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

No

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

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

No

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

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

Yes

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

Our on campus recycling team is composed of an average of five student workers since December 2018.

USD also has two graduate positions focused on sustainability: A Campus recycling graduate assistant and a Sustainability and Planning graduate assistant.

The sustainability department also has a technology fellow that works for the department.

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

No

A brief description of the graduation pledge(s):

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

Additional documentation to support the submission:

[SolveClimate_Apr127953.pdf](#)

Data source(s) and notes about the submission:

<https://usdinvolved.usd.edu/organizations>

Outreach Materials and Publications

Provisional Score

1.20 / 2.00

Responsible Party

Morgan Hughes
Sustainability
Sustainability & Environment

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.usd.edu/about-usd/sustainability-initiatives>

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 Environmental Club, our campus UNA USA and Sustainability Department all have social media accounts. The sustainability department also has a newsletter.

Environmental Club: [usdenvironmentalclub](https://www.usd.edu/about-usd/sustainability-initiatives)

UNA USA : [unausa.usd](https://www.usd.edu/about-usd/sustainability-initiatives)

Department: [sustainability.at.usd](https://www.usd.edu/about-usd/sustainability-initiatives)

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

Yes

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

Our LEED certified buildings have signage within them to recognize their certification.

In our library we have a plaque for the Plant a Tree Program that USD participates in.

USD also has informational recycling posters near all the bins to help remind students what and what not to recycle.

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

No

A brief description of the sustainability walking map or tour:

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

No

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

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

Additional documentation to support the submission:

Outreach Campaign

Provisional Score

0.00 / 4.00

Responsible Party

Morgan Hughes
Sustainability
Sustainability & Environment

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?:

No

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?:

No

Name of the campaign:

A brief description of the campaign:

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

Name of the campaign (2nd campaign):

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

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

A brief description of other sustainability-related outreach campaigns:

Additional documentation to support the submission:

Assessing Sustainability Culture

Provisional Score

1.00 / 1.00

Responsible Party

Morgan Hughes
Sustainability
Sustainability & Environment

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:

Our University completes the NSSE assessment every two years. We began this survey in 2010.

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

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

<https://www.usd.edu/institutional-research/surveys-and-reports>

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

Every two years the NSSE is sent via email to the University of South Dakota students.

A brief summary of results from the cultural assessment:

Our NSSE report has not included sustainability related questions up to this point in time.

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

Additional documentation to support the submission:

Employee Educators Program

Provisional Score

0.00 / 3.00

Responsible Party

Morgan Hughes
Sustainability
Sustainability & Environment

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:

1,567

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

0

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

0

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

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

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

Number of trained employee educators (1st program):

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

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

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

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

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

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

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

Number of trained employee educators (2nd program):

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

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

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

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

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

Number of trained employee educators (all other programs):

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

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

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

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:

0

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

Additional documentation to support the submission:

Employee Orientation

Provisional Score

0.00 / 1.00

Responsible Party

Morgan Hughes
Sustainability
Sustainability & Environment

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:

0

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

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

Additional documentation to support the submission:

Staff Professional Development and Training

Provisional Score

1.25 / 2.00

Responsible Party

Morgan Hughes
Sustainability
Sustainability & Environment

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)?:

Yes

Estimated percentage of regular, non-academic staff that participates annually in sustainability professional development and training:

1-24%

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

Under the University of South Dakota professional development policy volunteering for the move out program or sustainability committee would be considered professional development.

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:

0

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:

Additional documentation to support the submission:

Public Engagement

Points Claimed 7.68

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	2.00 / 3.00
Inter-Campus Collaboration	2.50 / 3.00
Continuing Education	1.40 / 5.00
Community Service	0.78 / 5.00
Participation in Public Policy	0.00 / 2.00
Trademark Licensing	1.00 / 2.00

Community Partnerships

Provisional Score

2.00 / 3.00

Responsible Party

Kian Rexroat-Potts
Sustainability
Sustainability & Environment

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 :

Greening Vermillion

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

Yes

Which of the following best describes the partnership timeframe?:

Multi-year or ongoing

Which of the following best describes the partnership?:

Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? :

Not Sure

A brief description of the institution's formal community partnership to advance sustainability:

Our partnership with greening vermilion is all about making vermilion a cleaner, fresher, more sustainable place. Along with this our partnership with greening Vermillion is about spreading

awareness to important topics such as sustainability and our earth's health. With Greening Vermillion projects such as adopt a drain are occurring. This project was to spread awareness around the town letting individuals understand that whatever they put down a drain goes into our rivers. As well as video guides on how to recycle items such as batteries and dispose of prescription drugs.

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

Vermillion area farmers market

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-related

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):

Not Sure

A brief description of the institution's formal community partnership to advance sustainability (2nd partnership):

The university of South Dakota promotes the Vermillion area farmers market on our university website. Letting students know that this a sustainable way to get some fresh produce. This is a way to help the community along with getting food in a sustainable manner.

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

Missouri Valley Recycling Center

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):

Not Sure

A brief description of the institution's formal community partnership to advance sustainability (3rd partnership):

The Missouri Valley Recycling Center is a place for locals of vermillion a long with students to recycle. The center is open Monday Friday and is easy to use for students.

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

Vermilion Community Garden: The town of Vermillion is home to a community garden that is used by a wide variety of individuals. The garden allows for locals including students to have their own garden.

Spirit Mound: Spirit Mound is protected land that was discovered by Native Americans and documented by Lewis and Clark. Today it represents how we as people should take care of land. The mentioning on our website allows for students to go to and learn about this great land.

Website URL where information about the institution's community partnerships to advance sustainability is available:

<https://www.usd.edu/about-usd/sustainability-initiatives/community-initiatives>

Additional documentation to support the submission:

Inter-Campus Collaboration

Provisional Score

2.50 / 3.00

Responsible Party

Kian Rexroat-Potts
Sustainability
Sustainability & Environment

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):

GCSE
Sustainable development solutions network
The sustainable development research program

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):

U-MAX

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):

We have had presentations at AASHE as well as UMACS

Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:

Yes

A list or brief description of the sustainability resource center or awards program and submission(s):

Anna Moore receiving the Emerging Leader award from UMNACS in 2021.

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):

Dr. Jarchow on the steering committee, helped to plan the 2021 conference

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

No

A brief description of the mentoring relationship and activities:

Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:

No

A brief description of the peer review activities:

A brief description of other inter-campus collaborative efforts around sustainability during the previous year :

Website URL where information about the institution's inter-campus collaborations is available:

Additional documentation to support the submission:

Continuing Education

Provisional Score

1.40 / 5.00

Responsible Party

Kian Rexroat-Potts
Sustainability
Sustainability & Environment

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:

150

Number of continuing education courses that are sustainability course offerings:

7

Percentage of continuing education courses that are sustainability course offerings:

4.67

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:

<https://www.usd.edu/-/media/files/community-college-for-sioux-falls/olli/olli-spring-2022-catalog.ashx?la=en>

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?:

No

A brief description of the certificate program(s):

Website URL where information about the institution's continuing education courses and programs in sustainability is available:

<https://www.usd.edu/usd-community-college-for-sioux-falls/olli>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

This is only the spring catalog for the 2022 year.

Community Service

Provisional Score

0.78 / 5.00

Responsible Party

Kian Rexroat-Potts
Sustainability
Sustainability & Environment

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:

10,284

Number of students engaged in community service:

1,404

Percentage of students engaged in community service:

13.65

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

Yes

Total number of student community service hours contributed annually:

43,000

Number of annual community service hours contributed per student:

4.18

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:

Additional documentation to support the submission:

Participation in Public Policy

Provisional Score

0.00 / 2.00

Responsible Party

Kian Rexroat-Potts
Sustainability
Sustainability & Environment

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):

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:

Additional documentation to support the submission:

Trademark Licensing

Provisional Score

1.00 / 2.00

Responsible Party

Kian Rexroat-Potts
Sustainability
Sustainability & Environment

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?:

Yes

A copy of the labor rights code of conduct for licensees:

The labor rights code of conduct for licensees:

USD contracts with Learfield contracting partners.

<https://clc.com/home/get-licensed/>

Website URL where information about the institution's trademark licensing initiatives is available:

<https://www.usd.edu/university-relations/trademarks-and-licensing>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

I was informed by Laura Anderton that here at USD we are not a part of either the WRC or the FLA.

Operations

Air & Climate

Points Claimed 3.68

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	0.33 / 3.00
Greenhouse Gas Emissions	3.35 / 8.00

Emissions Inventory and Disclosure

Provisional Score

0.33 / 3.00

Responsible Party

Megan Warner
Sustainability
Sustainability & Environment

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? :

No

A copy of the most recent GHG emissions inventory:

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

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 MTCO ₂ e
Stationary combustion	8,703 Metric Tons of CO ₂ Equivalent
Other sources (mobile combustion, process emissions, fugitive emissions)	---

Total gross Scope 1 GHG emissions, performance year:

Gross Scope 2 GHG emissions, performance year (market-based):

	Weight in MTCO2e
Imported electricity	0 <i>Metric Tons of CO2 Equivalent</i>
Imported thermal energy	0 <i>Metric Tons of CO2 Equivalent</i>

Total gross Scope 2 GHG emissions, performance year:

Gross GHG emissions from biogenic sources, performance year:

Does the GHG emissions inventory include Scope 3 emissions from the following sources?:

	Yes or No	Weight in MTCO2e
Business travel	---	---
Commuting	---	---
Purchased goods and services	---	---
Capital goods	---	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---	---
Waste generated in operations	---	---
Other sources	---	---

Total Scope 3 GHG emissions, performance year:

A brief description of how the institution accounted for its Scope 3 emissions:

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)	3.98 <i>Tons</i>
Sulfur oxides (SOx)	0.02 <i>Tons</i>
Carbon monoxide (CO)	3.21 <i>Tons</i>
Particulate matter (PM)	0.29 <i>Tons</i>
Ozone (O3)	---
Lead (Pb)	0 <i>Tons</i>

	Weight of Emissions
Hazardous air pollutants (HAPs)	0.08 <i>Tons</i>
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

Do the air pollutant emissions figures provided include the following sources?:

	Yes or No
Major stationary sources	Yes
Area sources	Yes
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:

Information gathered from the 2021 Air Quality Permit Compliance Report (attached).

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:

[Report_2021.pdf](#)

Greenhouse Gas Emissions

Provisional Score

3.35 / 8.00

Responsible Party

Megan Warner
Sustainability
Sustainability & Environment

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	8,703 <i>Metric Tons of CO2 Equivalent</i>	5,427.06 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 1 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from imported electricity	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from imported thermal energy	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Total	8,703 <i>Metric Tons of CO2 Equivalent</i>	5,427.06 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from non-additional sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

	Performance year	Baseline year
Carbon sold or transferred	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Net carbon sinks	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):

Adjusted net Scope 1 and Scope 2 GHG emissions:

	Performance year	Baseline year
Adjusted net GHG emissions	8,703 Metric Tons of CO2 Equivalent	5,427.06 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	Jan. 1, 2021	Jan. 1, 2019
End date	Dec. 31, 2021	Jan. 1, 2019

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

Figures needed to determine “Weighted Campus Users”:

	Performance year	Baseline year
Number of students resident on-site	1,922	2,050
Number of employees resident on-site	0	0
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	7,671	7,671
Full-time equivalent of employees	1,377	1,421
Full-time equivalent of students enrolled exclusively in distance education	2,890	2,890
Weighted Campus Users	5,099	5,164

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	1.71 Metric Tons of CO2 Equivalent	1.05 Metric Tons of CO2 Equivalent

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:

0

Gross floor area of building space, performance year:

2,475,016 *Gross Square Feet*

Floor area of energy intensive building space, performance year:

	Floor area
Laboratory space	87,006 <i>Square Feet</i>
Healthcare space	8,223 <i>Square Feet</i>
Other energy intensive space	31,113 <i>Square Feet</i>

EUI-adjusted floor area, performance year:

2,696,587 *Gross Square Feet*

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

0.00 *MtCO_{2e} / GSF*

A brief description of the institution's GHG emissions reduction initiatives:

Website URL where information about the institution's GHG emissions is available:

Additional documentation to support the submission:

[Report_2021.pdf](#)

Buildings

Points Claimed 1.53

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	0.00 / 3.00
Building Operations and Maintenance	1.53 / 5.00

Building Design and Construction

Provisional Score

0.00 / 3.00

Responsible Party

Zach Schild
Sustainability
Sustainability & Environment

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:

0 Square Feet

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 Feet
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 Feet
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 Feet
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 Feet
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square Feet

	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 <i>Square Feet</i>
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 <i>Square Feet</i>
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 <i>Square Feet</i>
Total	0 <i>Square Feet</i>

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:

0

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:

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:

Website URL where information about the institution's green building design and construction program is available:

<https://www.usd.edu/about-usd/sustainability-initiatives/sustainability-operations>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Although there are no projects completed within the past 5 years there are two upcoming major projects that will be LEED certified including the new health science building and Wellness center expansion

Building Operations and Maintenance

Provisional Score

1.53 / 5.00

Responsible Party

Zach Schild
Sustainability
Sustainability & Environment

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:

2,456,039 Square Feet

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 Feet
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)	195,708 Square Feet
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 Feet

	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)	241,761 <i>Square Feet</i>
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)	157,040 <i>Square Feet</i>
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 <i>Square Feet</i>
Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 <i>Square Feet</i>
Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system	1,861,530 <i>Square Feet</i>
Total	2,456,039 <i>Square Feet</i>

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

24.21

A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s) used:

All buildings on campus follow green cleaning techniques and newer construction projects are certified under LEED

Website URL where information about the institution's sustainable operations and maintenance program is available:

<https://www.usd.edu/about-usd/sustainability-initiatives/sustainability-operations>

Additional documentation to support the submission:

Energy

Points Claimed 2.78

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	2.78 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Efficiency

Provisional Score

2.78 / 6.00

Responsible Party

Zach Schild
Sustainability
Sustainability & Environment

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	42,639,270 <i>Kilowatt-hours</i>	145,485.19 <i>MMBtu</i>
Electricity from on-site, non-combustion facilities/ devices (e.g., renewable energy systems)	0 <i>Kilowatt-hours</i>	0 <i>MMBtu</i>

Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	163,988 <i>MMBtu</i>
Imported steam, hot water, and/or chilled water	0 <i>MMBtu</i>

Total site energy consumption, performance year:

309,473.19 *MMBtu*

Gross floor area of building space, performance year:

2,520,883 *Gross Square Feet*

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	87,006 <i>Square Feet</i>
Healthcare space	8,223 <i>Square Feet</i>
Other energy intensive space	31,113 <i>Square Feet</i>

EUI-adjusted floor area, performance year:

2,742,454 *Gross Square Feet*

Degree days, performance year:

	Degree days
Heating degree days	6,579 <i>Degree-Days (°F)</i>
Cooling degree days	1,091 <i>Degree-Days (°F)</i>

Total degree days, performance year:

7,670 *Degree-Days (°F)*

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

	Start date	End date
Performance period	July 1, 2020	June 30, 2021

Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:

14.71 Btu / GSF / Degree-Day (°F)

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	44,159,320 Kilowatt-hours	150,671.60 MMBtu
Electricity from on-site, non-combustion facilities/ devices (e.g., renewable energy systems)	0 Kilowatt-hours	0 MMBtu

Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	169,240 MMBtu
Imported steam, hot water, and/or chilled water	0 MMBtu

Total site energy consumption, baseline year:

319,911.60 MMBtu

Gross floor area of building space, baseline year:

2,520,883 Gross Square Feet

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

	Start date	End date
Baseline period	July 1, 2018	June 30, 2019

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

Source-site ratio for imported electricity:

3

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	0.12 MMBtu / GSF	0.24 MMBtu / GSF
Baseline year	0.13 MMBtu / GSF	0.25 MMBtu / GSF

Percentage reduction in total source energy consumption per unit of floor area from baseline:

3.35

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:

A brief description of energy use standards and controls employed by the institution:

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

A brief description of co-generation employed by the institution:

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

Website URL where information about the institution's energy conservation and efficiency program is available:

Additional documentation to support the submission:

Clean and Renewable Energy

Provisional Score

0.00 / 4.00

Responsible Party

Zach Schild
Sustainability
Sustainability & Environment

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:

309,473.19 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	0 MMBtu
Electricity from on-site, clean and renewable sources (rights retained/retired)	0 Kilowatt-hours	0 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:

Clean and renewable thermal energy (report MMBtu):

	MMBtu
Clean and renewable stationary fuels used on-site to generate thermal energy	0 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:

A brief description of the certified/verified sources of clean and renewable thermal energy:

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 <i>Kilowatt-hours</i>	0 <i>MMBtu</i>

A brief description of the unbundled renewable energy products:

Although USD gets a large portion of its electricity from the Gavins Point Dam located in Yankton SD, this energy is not purchased as certified/verified clean and renewable.

Total clean and renewable energy generated or purchased:

0 *MMBtu*

Percentage of total energy consumption from clean and renewable sources:

0

Website URL where information about the institution's support for clean and renewable energy is available:

Electricity use, by source (percentage of total, 0-100):

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

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

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---

Percentage of total energy used to heat buildings (0-100)

Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

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

Additional documentation to support the submission:

Food & Dining

Points Claimed 0.00

Points Available 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	0.00 / 6.00
Sustainable Dining	0.00 / 2.00

Food and Beverage Purchasing

Provisional Score

0.00 / 6.00

Responsible Party

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).

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

Sustainable Dining

Provisional Score

0.00 / 2.00

Responsible Party

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.

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

Grounds

Points Claimed 0.81

Points Available 3.00

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	0.81 / 2.00
	0.00 / 1.00
	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

Provisional Score

0.81 / 2.00

Responsible Party

Nate Steele
Director of Grounds & Landscaping
Facilities Management

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:

274 Acres

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	0 Acres
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	130 Acres
Area managed using conventional, chemical-based landscape management practices	30 Acres
Total area of managed grounds	160 Acres

A brief description of any land excluded from the area of managed grounds:

These areas include sidewalks, roads, lots, and building footprints.

Percentage of grounds managed organically:

0

A brief description of the organic landscape management program:

Percentage of grounds managed in accordance with an IPM program:

81.25

A copy of the IPM plan or program:

A brief description of the IPM program:

All non-athletic field space or “green space” acres, 130 acres.

A brief description of the institution's approach to plant stewardship:

N/A

A brief description of the institution's approach to hydrology and water use:

USD uses approximately 5.6 million gallons of water annual for irrigation, from two ground water wells. Use of deep, infrequent watering practices to develop deep root systems in turf and landscape plants.

A brief description of the institution's approach to landscape materials management and waste minimization:

Grass clippings and chippings are placed in compost for further use for incoming landscapes.

A brief description of the institution's approach to energy-efficient landscape design:

infrequent watering practices to develop deep root systems in turf and landscape plants.

A brief description of other sustainable landscape management practices employed by the institution:

Elimination of 2 stroke engines. Management practices are moving towards electric handheld tools.

Website URL where information about the institution's sustainable landscape management program is available:

Additional documentation to support the submission:

[USD_Tree_Care_Plan_2017.pdf](#)

Biodiversity

Provisional Score

0.00 / 1.00

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)

Nate Steele
Director of Grounds &
Landscaping
Facilities
Management

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?:

No

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

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?:

No

A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:

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:

A brief description of the scope of the assessment(s):

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

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:

Purchasing

Points Claimed 1.50

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	1.50 / 3.00
Electronics Purchasing	0.00 / 1.00
Cleaning and Janitorial Purchasing	0.00 / 1.00
Office Paper Purchasing	0.00 / 1.00

Sustainable Procurement

Provisional Score

1.50 / 3.00

Responsible Party

Charles Bean
Sustainability
Sustainability & Environment

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 less comprehensively, e.g. for certain types of systems or projects and not others

A brief description of the LCCA policy and/or practices:

Applied for certain projects and task during renovations and new building.

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:

Cleaning products should meet requirements of Green Seal, Ecologo, designated in EPA U.S. Environmental Protection Agency Designed for the Environment Safer Product Labeling Program, or be biobased.

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:

Bureau of Administration Administrative Rules 10:02:05:01 through 10:02:05:15 pertain to the use of environmentally preferred products when purchasing printing projects, paper stock and cleaning and maintenance equipment and supplies.

Does the institution have published sustainability criteria to be applied when evaluating furniture and furnishings?:

Yes

A brief description of the published sustainability criteria for furniture and furnishings:

Any public improvement contract in excess of \$50,000 must be processed through the Office of the State Engineer (OSE). If OSE delegates the project back to USD, all requirements in SDCL 5-18B must be adhered to.

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?:

No

A brief description of the published sustainability criteria for food service providers:

Information not available

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?:

Yes

A brief description of the published sustainability criteria for professional service providers:

SDCL§5-18A-22 provides an exemption from competitive bidding requirements for items referenced in this section. Exempt items shall be purchased using sound business practices and in the best interest of the institution. The Purchasing Department shall review exempt orders to determine if and when competitive quotes should be solicited. Any applicable 24 and ending on federal bidding requirements

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:

Additional documentation to support the submission:

Electronics Purchasing

Provisional Score

0.00 / 1.00

Responsible Party

Darby Ganschow

Director

Auxiliary 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.

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

Total annual expenditures on electronics:

3,000,000 US/Canadian \$

Expenditures on environmentally or socially preferable electronics:

	Expenditure Per Level
EPEAT Gold registered and/or third party certified at the highest achievable level under a multi-attribute sustainability standard	0 US/Canadian \$
EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard	0 US/Canadian \$
EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard	0 US/Canadian \$
Labeled under a single-attribute standard	0 US/Canadian \$

Do the figures reported above include leased equipment?:

Yes

A brief description of the time period from which the figures reported above are drawn:

Yes, the printers throughout campus are leased

Website URL where information about the institution's electronics purchasing is available:

<https://my.usd.edu/SimpleContentPortlet/content/8569f060-9577-5c06-9299-27b1f1609742/Accounting-Procedures-Manual.pdf>

Additional documentation to support the submission:

Cleaning and Janitorial Purchasing

Provisional Score

0.00 / 1.00

Responsible Party

Charles Bean
Sustainability
Sustainability & Environment

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.

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

Office Paper Purchasing

Provisional Score

0.00 / 1.00

Responsible Party

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Transportation

Points Claimed 0.20

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	/ 1.00
Commute Modal Split	0.00 / 5.00
Support for Sustainable Transportation	0.20 / 1.00

Campus Fleet

Provisional Score

/ 1.00

Responsible Party

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.

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

Commute Modal Split

Provisional Score

0.00 / 5.00

Responsible Party

Charles Bean
Sustainability
Sustainability & Environment

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:

7,671

Full-time equivalent of employees:

1,377

Has the institution gathered data about student commuting behavior?:

No

Total percentage of students that use more sustainable commuting options as their primary mode of transportation:

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

Has the institution gathered data about employee commuting behavior?:

No

Total percentage of employees that use more sustainable commuting options as their primary mode of transportation:

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

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	---	---
Zero-emissions vehicle	---	---
Walk, cycle, or other non-motorized mode	---	---
Vanpool or carpool	---	---
Public transport or campus shuttle	---	---

	Percentage of students (0-100)	Percentage of employees (0-100)
Motorcycle, motorized scooter/bike, or moped	---	---
Distance education / telecommute	---	---

Website URL where information about student or employee commuting is available:

Additional documentation to support the submission:

Support for Sustainable Transportation

Provisional Score

0.20 / 1.00

Responsible Party

Charles Bean
Sustainability
Sustainability & Environment

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:

<https://www.usd.edu/news/2017/bike-share-program-planned-for-campus>

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?:

No

A brief description of the incentives for fuel efficient vehicles:

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

Does the institution 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?:

No

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:

Website URL where information about the institution's support for sustainable transportation is available:

Additional documentation to support the submission:

[Bike_Share_Program_Planned_for_Campus.pdf](#)

Waste

Points Claimed 3.37

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	1.64 / 8.00
Construction and Demolition Waste Diversion	0.98 / 1.00
Hazardous Waste Management	0.75 / 1.00

Waste Minimization and Diversion

Provisional Score

1.64 / 8.00

Responsible Party

Emily Theroux
Sustainability
Sustainability & Environment

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	41.03 Tons	22.45 Tons
Materials composted	0 Tons	0 Tons
Materials donated or re-sold	3.09 Tons	0 Tons
Materials disposed through post-recycling residual conversion	0 Tons	0 Tons
Materials disposed in a solid waste landfill or incinerator	1,105.19 Tons	829.08 Tons
Total waste generated	1,149.31 Tons	851.53 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	Aug. 1, 2020	July 31, 2021
Baseline Period	Aug. 1, 2019	July 31, 2020

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

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	1,922	2,050
Number of employees resident on-site	0	0
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	7,671	7,671
Full-time equivalent of employees	1,377	1,421
Full-time equivalent of students enrolled exclusively in distance education	2,890	2,890
Weighted campus users	5,099	5,164

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.23 Tons	0.16 Tons

Percentage reduction in total waste generated per weighted campus user from baseline:

0

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:

3.84

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):

3.84

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	Yes
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Electronics	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	Yes

	Yes or No
Scrap metal	Yes
Pallets	Yes
Tires	Yes
Other (please specify below)	Yes

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Vehicle oil and inc cartridges are also recycled. Surplus also takes unused items from campus and resells, donates, and recycles them.

Materials intended for disposal but subsequently recovered and reused on campus, performance year:

0 Tons

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:

3

A brief description of any recycling quality control mechanisms employed:

The recycling workers remove contaminations by hand, as well as signage throughout campus to display how and what to recycle.

A brief description of the institution's waste-related behavior change initiatives:

The campus coffee shops offer a discount on brewed coffee to customers who bring their own mug. Campus dining has eliminated trays to reduce food waste. All buildings have water bottle refill stations, making it convenient to refill instead of drinking bottled water. The move-out program makes it convenient to donate usable items at the end of the school year.

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

The Atlas Zero Waste assessment was done in 2020 to review the campus' waste management system. This evaluates both hard goods and soft goods and is scored based on the initiatives in place. It also gives recommendations for improvement for the University.

The Verdis Waste Study completed in 2016 to assess the waste and recycling system on campus. This report also contains recommendations for the University.

A brief description of the institution's procurement policies designed to prevent waste:

USD follows the state law on recycling paper. This law requires Green Seal certified, Ecologo certified, or comply with minimum EPA guidelines.

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

Surplus collects various no longer needed office supplies and resells, donates, recycles, or disposes of them. The items are not tracked but are kept in a building off campus.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:

None campus-wide.

A brief description of the institution's limits on paper and ink consumption:

None

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

USD encourages DocuSign for most forms that need to be signed. The professors are required to post course packets online.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

The Move Out Program was started in 2020 to help reduce waste by having donation stations set up outside of the resident halls. The items were collected by volunteers to ensure quality and then were donated.

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

The recycling team on campus does reuse plastic bin liner bags as many times as possible. They also drop off clean plastic film found in recycling bins at Hy-Vee for plastic film recycling.

Website URL where information about the institution's waste minimization and diversion efforts is available:

<https://www.usd.edu/about-usd/sustainability-initiatives/sustainability-operations>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The number for materials donated and resold is from the move out program and food recovery network donation data.

Construction and Demolition Waste Diversion

Provisional Score

0.98 / 1.00

Responsible Party

Emily Theroux
Sustainability
Sustainability & Environment

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator. Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Construction and demolition materials recycled, donated, or otherwise recovered:

1,771.05 Tons

Construction and demolition materials landfilled or incinerated:

29.67 Tons

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:

98.35

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

These numbers are based on the new building currently under construction on campus. This will be a LEED certified building and the numbers are up to the date 02/01/22.

Website URL where information about the institution's C&D waste diversion efforts is available:

Additional documentation to support the submission:

Hazardous Waste Management

Provisional Score

0.75 / 1.00

Responsible Party

Emily Theroux
Sustainability
Sustainability & Environment

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:

USD combines compatible waste streams, which makes recycling more efficient and cost-effective.

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

The University sends hazardous waste to a licensed TSD (Transportation, Storage & Disposal Facility). For the past several years we have contracted with Veolia Environmental Services. As many of the wastes as possible are recycled by the TSD we use. For example, solvents are recycled for their BTU value, acids are used to neutralize caustic wastes, etc.

Wastes currently covered under the Universal Waste Rule in South Dakota include: mercury-containing equipment, certain pesticides, used batteries, and waste lamps. We use Retrofit Environmental for the disposal of the mercury containing equipment. The batteries and pesticides, along with waste paint, go to Missouri Valley Recycling here in Vermillion.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

USD does not use an inventory system. Rather, when a faculty member leaves a lab, it is opened up and allows other faculty members to take what they want.

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:

Departments notify ITS when they have surplus technology items. All items are delivered to the ITS department and they determines if the items are still usable on campus and if not, hard drives are removed or wiped and the items are moved to the surplus warehouse. Retrofit Environmental out of Sioux Falls is notified when we have a significant amount of surplus and they schedule a pickup.

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.usd.edu/research/environmental-health-and-safety/hazardous-waste>

Additional documentation to support the submission:

Water

Points Claimed 0.00

Points Available 7.00

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit				Points
	0.00 / 5.00			
	This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for 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	
Close				
Rainwater Management	0.00 / 2.00			

Water Use

Provisional Score

0.00 / 5.00

**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	Megan Warner Sustainability Sustainability & Environment
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	

[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.

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

Rainwater Management

Provisional Score

0.00 / 2.00

Responsible Party

Megan Warner
Sustainability
Sustainability & Environment

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?:

None of the above; institution does not use green infrastructure or LID practices

A brief description of the institution's green infrastructure and LID practices:

A copy of the institution's rainwater management policy, plan, and/or guidelines:

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

Website URL where information about the institution's green infrastructure and LID practices is available:

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Claimed 4.00

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	0.00 / 1.00
Sustainability Planning	1.00 / 4.00
Inclusive and Participatory Governance	3.00 / 3.00
Reporting Assurance	/ 1.00

Sustainability Coordination

Provisional Score

0.00 / 1.00

Responsible Party

Emily Theroux
Sustainability
Sustainability & Environment

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:

The Presidents' Joint Committee on Sustainability aims to:

- Define sustainability as it relates to the USD campus
- Develop and recommend goals for USD
- Review and recommend projects and initiatives to enhance sustainability
- Develop and recommend a sustainability implementation plan
- Develop and recommend a sustainability assessment plan
- Review and recommend mechanisms to incorporate sustainability into curricula across campus
- Present a report on the above to USD administration and the Student Government Association

Members of each committee, including affiliations and role:

Presidents' Joint Committee on Sustainability:

- Pohlson, Scott W; administration, chair
- RedShirtShaw, Megan; non-academic staff
- Sweeney, Mark; Academic staff
- Rhead, Keandra Kay; student government association
- Kantenbacher, Joseph W; Academic staff
- Limoges, Brian M; administration
- Grieve, Kimberly; administration
- Vlasman, Travis L; non academic staff
- Steele, Nate P; Non academic staff
- Moore, Anna; Graduate Assistant
- Leibel, Elizabeth; Graduate Assistant
- Everson, Tallon Gene; Student government
- Swanson, Caleb Michael; Student Government

- Adam, Phillip Michael; student government
- LaBrie, Lindsey A; graduate and professional student association

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:

No

A brief description of each sustainability office:

Full-time equivalent of people employed in the sustainability office(s):

Does the institution have at least one sustainability officer?:

No

Name and title of each sustainability officer:

Does the institution have a mechanism for broad sustainability coordination for the entire institution?:

No

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

Job title of the sustainability officer position:

Job description for the sustainability officer position:

Job description for the sustainability officer position:

Job title of the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The Presidents' Committee on Sustainability information is based on the 2015 report.

Sustainability Planning

Provisional Score

1.00 / 4.00

Responsible Party

Emily Theroux
Sustainability
Sustainability & Environment

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:

USD has a sustainability program for minors, bachelors, masters, and PhD. There are also three major grants offered for sustainability research.

Links for more information:

<https://www.usd.edu/about-usd/sustainability-initiatives/sustainability-curriculum>

<https://www.usd.edu/about-usd/sustainability-initiatives/research>

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:

The University has a sustainability club for students which works with both campus partners and the community on various projects and education. There is also the Campus Green Initiative Fund from the Student Government Association which can be used for projects related to sustainability. There are also several opportunities for community engagement through different community initiatives such as: Greening Vermillion, Vermillion Area Farmers Market, Vermillion Community Garden, Missouri Valley Recycling Center, and Spirit Mound.

Links for more information:

<https://www.usd.edu/about-usd/sustainability-initiatives/student-opportunities>

<https://www.usd.edu/about-usd/sustainability-initiatives/community-initiatives>

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:

No

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

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?:

No

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

No

The institution's highest guiding document (upload):

Website URL where the institution's highest guiding document is publicly available:

Which of the following best describes the inclusion of sustainability in the highest guiding document?:

The institution's sustainability plan (upload):

Website URL where the institution's sustainability plan is publicly available:

Does the institution have a formal statement in support of sustainability endorsed by its governing body?:

No

The formal statement in support of sustainability:

The institution's definition of sustainability:

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Pan-Canadian Protocol for Sustainability	No
SDG Accord	No
Second Nature’s Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	No
The Talloires Declaration (TD)	No
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	No

A brief description of the institution’s formal sustainability commitments, including the specific initiatives selected above:

At USD, we believe sustainability means promoting a world that is environmentally beneficial and socially just. As global citizens, residents along the Missouri River, and members of the Vermillion community, we are committed to sustainability in our curriculum, research, campus operations and community.

Website URL where information about the institution’s sustainability planning efforts is available:

<https://www.usd.edu/about-usd/sustainability-initiatives>

Additional documentation to support the submission:

Inclusive and Participatory Governance

Provisional Score

3.00 / 3.00

Responsible Party

Emily Theroux
Sustainability
Sustainability & Environment

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:

USD is governed overall by the South Dakota Board of Regents (SDBOR) which is derived from Article 14, of the South Dakota Constitution. The SDBOR then appoints the president of USD who appoints members of the executive committee.

Total number of individuals on the institution's highest governing body:

16

Number of students representing their peers as official members of the institution's highest governing body:

8

Number of academic staff representing their peers as official members of the institution's highest governing body:

2

Number of non-academic staff representing their peers as official members of the institution's highest governing body:

6

Number of women serving as official members of the institution's highest governing body:

7

Percentage of official members of the highest governing body that are women:

43.75

Website URL where information about the institution's highest governing body may be found:

<https://www.usd.edu/about-usd/executive-committee>

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:

Currently USD uses our Foundation Board, Alumni Board, and various other board seats like those of the Vermillion Chamber and Development Company to provide external input to our institution's visions and mission.

Number of people from underrepresented groups serving as official members of the institution's highest governing body.:

2

Website URL where information about the institution's governance structure is available:

<https://www.usd.edu/about-usd/executive-committee>

Additional documentation to support the submission:

Reporting Assurance

Provisional Score

/ 1.00

Responsible Party

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.

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

Diversity & Affordability

Points Claimed 6.15

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	1.33 / 2.00
Assessing Diversity and Equity	0.38 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	1.44 / 4.00

Diversity and Equity Coordination

Provisional Score

1.33 / 2.00

Responsible Party

Meredith King
Sustainability
Sustainability & Environment

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 Office of Multicultural Affairs develops students into engaged and thoughtful leaders that are prepared to be successful in the increasingly global and complex world. It partners with students to develop and implement programming that complements their classroom experience. It serves as a bridge for strategic partnerships that result in increased access, persistence, retention, and success of students. The office also assists multicultural student organizations and serves as a resource to help them accomplish their organizational goals

Some of those organizations include Native Student Services, Veterans Resource Center, and Disability Services.

There are multiple departmental diversity committees such as the School of Law Diversity Working Group, College of Arts and Sciences Diversity Across the Curriculum Committee, and the School of Health Sciences Committee on Diversity, Inclusivity, and Cultural Awareness.

The Cultural Wellness Coalition is a student organization that looks to take action in the Vermillion community in conjunction with other organizations around campus that will help educate and spark change. They are dedicated to promoting awareness of cultural exchanges among students, staff and faculty members of the University of South Dakota, and the local community. They strive for academic, social, and cultural development to promote the best interests of the University of South Dakota.

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:

Some

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

Some

A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

There are several events that offer cultural education through presentations, videos, speakers, performances, and food. These include the Festival of Nations, African Night, Lunar New Year Festival, Nepal Night, International Gala, Around the World Wednesdays, and First Fridays.

Resident Assistants in the dorms and housing staff receive diversity training at the beginning of each school year. The Human Resource department also educates search committee chairs and members on racial bias and discrimination laws.

Website URL where information about the institution's diversity and equity office or trainings is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Multicultural Office website-

<https://www.usd.edu/student-life/office-for-multicultural-affairs>

Assessing Diversity and Equity

Provisional Score

0.38 / 1.00

Responsible Party

Meredith King
Sustainability
Sustainability & Environment

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:

Sky Factor is an assessment required by South Dakota's Board of Regents that evaluates campus climate and has a specific diversity section. It was first administered in 2020, but there was a low response rate due to the outbreak of COVID-19. It is currently being administered this year in 2022, but the results are not final yet. It allows staff and students the opportunity to offer feedback on their experiences and the campus's initiatives. Sky Factor assesses topics such as sexual assault, student perceptions, and campus accessibility.

The National Survey of Student Engagement (NSSE) is distributed to freshmen and seniors every two years. The NSSE is a survey-based assessment of student participation in activities associated with learning and personal development. The last year it was administered was 2020 because it is being replaced with Sky Factor. The student survey is sent through email and has one section about diversity. The results are compared to other schools and provide a benchmark.

The Student Satisfaction Survey (SSI) is administered in odd-numbered years to all students taking at least one on-campus course at USD. Prompting students to rate both the importance and the effectiveness of various campus services, this survey offers general "customer satisfaction" data for a range of university offices and activities. There are several questions in the survey regarding diversity and sexual orientation.

The Howard Hughes Medical Institute Grant requires a program evaluation that includes a campus climate survey to all faculty and staff, data from grant-supported programs, and a quantitative summary of research productivity from the grant. It includes data from 2017-2021 about different facets of diversity.

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?:

No

Does the assessment process address employee outcomes related to diversity and equity?:

No

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:

The 2020 Sky Factor assessment revealed that USD scored very similarly to other institutions. However, both students and faculty reported a below-average score for the visibility section that addressed the campus's commitment to diversity and the proportion of constituents from diverse backgrounds.

The Howard Hughes Medical Institute Grant program evaluation revealed some progress, there is still a need for more training and assessment.

The results are used to drive programming topics and campus efforts. It also allows USD to see if they are improving.

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:

Results from the NSSE and SSI are available on the USD website under Institutional Research.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

No

The diversity and equity assessment report or summary (upload):

Website URL where the diversity and equity assessment report or summary is publicly posted:

Website URL where information about the institution's diversity and equity assessment efforts is available:

<https://www.usd.edu/institutional-research/surveys-and-reports>

Additional documentation to support the submission:

Support for Underrepresented Groups

Provisional Score

3.00 / 3.00

Responsible Party

Meredith King
Sustainability
Sustainability & Environment

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:

<https://www.sdbor.edu/policy/documents/1-19.pdf>

USD Equal Opportunity, Non-Discrimination, Affirmative Action Policy

Number: 1:19

1. Equal Opportunity

The institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience, and ability for the various

levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or on any other status that may become protected under law against discrimination.

2. Non-Discrimination, Civil Rights and Affirmative Action

The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy.

3. Responsibilities of Chief Executive Officers

The chief executive officers of the respective institutions shall be responsible for assuring that the Board's equal opportunity policies are communicated effectively to members of the institutional community and the public at large. The means for such communication may include seminars and other forms of public service or instructional programming and shall include notices to be posted or otherwise incorporated into institutional promotional materials. Such notices should clearly identify persons who are responsible for the implementation of equal opportunity policies and should advise readers or listeners of how

they might contact the responsible institutional officials to obtain further information or to express their concerns about implementation of institutional policies.

<https://www.usd.edu/human-resources/equal-opportunity#:~:text=The%20University%20of%20South%20D>

<akota%20is%20committed%20to%20providing%20equal,%20%20religion%20or%20disability>

Nondiscriminatory Policy:

In accordance with the South Dakota Board of Regents Policy 1:19, the institutions under the jurisdiction of the Board of Regents shall offer equal opportunities in employment and for access to and participation in educational, extension and other institutional services to all persons qualified by academic preparation, experience and ability for the various levels of employment or academic program or other institutional service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information or veteran status or any other status that may become protected under law against discrimination. The Board reaffirms its commitment to the objectives of affirmative action, equal opportunity and non-discrimination in accordance with the state and federal law. Redress for alleged violations of those laws may be pursued at law or through the procedures established by the provisions of 1:18 of this policy.

Policies and Procedures

The University of South Dakota is committed to providing equal opportunity without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, transgender, sexual orientation, religion, age or disability.

Title IX

<https://www.usd.edu/human-resources/titleix>

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:

Staff and students can report to the university police or submit a Title IX report to the Office of Equal Opportunity. The report can be filed in person or through an online form. A group from the Office of Equal Opportunity will review the case and offer support.

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:

All hiring managers and search committee members are required to complete on-line training regarding the interviewing and selection of candidates, prior to the interview stage of the hiring process. The training is required during the initiation of the hiring process and/or prior to participating on the first search committee.

The admissions office offers a Native American Weekend Visit held in conjunction with the Building Bridges Conference and Tiospaye Student Council's annual traditional Wacipi. Native American Weekend Visit provides Native American high school students and their counselors the opportunity to experience the college setting while gaining an increased awareness about the importance of persistence in education.

The university publishes job postings on a diverse range of job boards, journals, and organizations to attract a wide variety of applicants from diverse backgrounds.

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:

Spectrum: Gender and Sexuality Alliance is a campus student organization that promotes awareness and understanding of LGBTQ+ issues as well as provides a positive campus environment for LGBTQ+ students.

Various students on campus are related to different cultures. These include African Student Association, American Indian Science and Engineering Society, Asian American Student Association,

International Club, Jewish Learning Club, Muslim Students' Association, Nepalese Student Association, Tiospaye Student Council, and the Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS).

The First Generation Student Organization provides social, educational, and enrichment opportunities for students who are the first in their families to go to college or anyone interested in supporting first-generation college students.

The Student Veterans Resource Center provides services to veterans, current military, and their families such as benefits, scholarships, free tutoring, counseling, library and research services, peer mentoring, and reintegration support.

TRiO Student Support Services offers supplemental programs to make students more confident in their studies and future. Services include individualized academic guidance, personalized financial, career and social support to ease transitions through college, free tutoring in a variety of courses, and career and postgraduate planning.

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:

There are no programs campus-wide, but the nursing school does offer some training.

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

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:

Additional documentation to support the submission:

Affordability and Access

Provisional Score

1.44 / 4.00

Responsible Party

Meredith King
Sustainability
Sustainability & Environment

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 :

54.40

Percentage of students graduating without student loan debt:

26.37

Percentage of entering students that are low-income:

27

Graduation/success rate for low-income students:

0.47

A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:

The application fee is waived for low-income students.

There are several scholarships for underrepresented groups and Native American students including Walter Anyan Scholarship, Bell Native American Scholarship, Justice Frank Biegelmeier Scholarship, Business School Diversity Scholarship, Joseph M. Butler Scholarship, Neil Carsud Law School Scholarship, Crazy Horse/Native American Scholarship, and more.

USD participates in the Federal Financial Aid Programs and Federal Work-Study as well as the South Dakota Educational Access Foundation

A brief description of notable policies or programs to support non-traditional students:

Upward Bound provides fundamental support to high school students in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

The goal of Educational Talent Search is to assure that more youth from disadvantaged backgrounds will complete high school, enroll in post-secondary institutions of their choice and then complete their postsecondary education. There is no cost to enroll in the TRiO Educational Talent Search program.

TRiO Student Support Services is a supportive academic community working together toward academic excellence. TRiO Student Support Services helps eligible first-generation, low-income students and students with disabilities as they strive to achieve their academic goals. They offer individualized academic guidance, personalized financial, career and social support to ease transitions through college, free tutoring in a variety of courses, and career and postgraduate planning.

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:

Website URL where information about the institution's accessibility and affordability initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data taken from USD Common Data Set 2020-2021

<https://www.usd.edu/-/media/files/institutional-research-planning-and-assessment/commondataset/commondata2021.ashx>

Investment & Finance

Points Claimed 0.00

Points Available 6.00

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	/ 2.00												
	/ 3.00												
<p>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:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Sustainable Investment</th> <th style="text-align: center;">Total value of the investment pool (US/ Canadian dollars)</th> <th style="text-align: center;">Total points available for the credit</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">\$1 billion or more</td> <td style="text-align: center;">5</td> </tr> <tr> <td></td> <td style="text-align: center;">\$500 - 999 million</td> <td style="text-align: center;">4</td> </tr> <tr> <td></td> <td style="text-align: center;">Less than \$500 million</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>		Sustainable Investment	Total value of the investment pool (US/ Canadian dollars)	Total points available for the credit		\$1 billion or more	5		\$500 - 999 million	4		Less than \$500 million	3
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	\$1 billion or more	5											
	\$500 - 999 million	4											
	Less than \$500 million	3											
Investment Disclosure	Close / 1.00												

Committee on Investor Responsibility

Provisional Score

/ 2.00

Responsible Party

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 Reporting Fields will not be displayed.

Sustainable Investment

Provisional Score

/ 3.00

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
\$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 Reporting Fields will not be displayed.

Investment Disclosure

Provisional Score

/ 1.00

Responsible Party

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 Reporting Fields will not be displayed.

Wellbeing & Work

Points Claimed 2.60

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	1.10 / 3.00
Assessing Employee Satisfaction	0.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.50 / 2.00

Employee Compensation

Provisional Score

1.10 / 3.00

Responsible Party

Meredith King
Sustainability
Sustainability & Environment

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):

18.37 US/Canadian \$

Percentage of employees that receive a living wage (benefits excluded):

85

Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:

No

A list or brief description of significant on-site contractors:

The university was unable to disclose that information.

Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):

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?:

100 percent

A brief description of the minimum total compensation provided to the institution’s lowest paid employee or pay grade:

The lowest-paid full-time employee is paid \$15 an hour and is eligible for benefits that cost \$14,250, so their total compensation would be \$45,450.

Has the institution made a formal commitment to pay a living wage?:

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:

Assessing Employee Satisfaction

Provisional Score

0.00 / 1.00

Responsible Party

Meredith King
Sustainability
Sustainability & Environment

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?:

No

Percentage of employees assessed, directly or by representative sample:

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

The campus administrators find this difficult due to confidentiality concerns. One of the only ways they get feedback is through exit interviews when an employee leaves.

USD has administered the Faculty Survey of Student Engagement (FSSE) in the past, but that does not assess non-faculty members.

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

Website URL where information about the employee satisfaction and engagement evaluation is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The last FSSE was administered in 2018.

Wellness Program

Provisional Score

1.00 / 1.00

Responsible Party

Meredith King
Sustainability
Sustainability & Environment

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):

USD Student Counseling Center Services:

- individual and group counseling
- couples counseling
- crisis intervention
- consultation
- education and prevention services
- case management services
- self-help resources
- same-day appointments
- Therapy Assistance Online (TAO) offers help 24/7 with interactive sessions and mindfulness exercises.

If an appointment cannot be made at the Student Counseling Center, there are two other on-campus clinics: Psychological Services Center (PSC) and the Counseling and School Psychological Services Center (CSPSC).

There are counseling services offered to staff through insurance with the Employee Assistance Program.

The Wellness Center offers a range of exercise classes to accommodate a variety of needs and abilities. It also provides InBody composition scans, personal training, wellness challenges, and informational sessions on nutrition.

The Sanford Health Clinic in Vermillion is the student health provider that offers office visits, immunizations, lab testing, STD testing, allergy injections, physicals, and travel physicals. These can be accessed through walk-ins, appointments, emergency care, and e-visits. All students currently enrolled at USD and have paid the General Activity Fee are eligible for Student Health services at a free or subsidized rate.

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:

[2043_smokefree_zone_policy_revision_final.pdf](#)

The institution's smoke-free policy:

Smoking and vaping is not permitted on the campus of the University of South Dakota. In accordance with the American Indian Religious Freedom Act, the no smoking policy would not apply to ceremonial and traditional rites.

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

<https://www.usd.edu/student-life/scc>

Additional documentation to support the submission:

Workplace Health and Safety

Provisional Score

0.50 / 2.00

Responsible Party

Meredith King
Sustainability
Sustainability & Environment

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:

A brief description of the key components of the custom OHSMS:

The university uses a basic Environmental Health and Safety (EHS) program that is under federal OSHA standards. It lists the institution's goals, policies, hazards, and plan to meet their goals. The system includes a mobile elevator fall protection policy and protection from energized equipment. The university trains staff to control hazardous machines and provides proper equipment to be successful.

USD also abides by an OSHA lab standard when dealing with chemicals in the chemistry labs. There is a chemical hygiene plan, exposure monitoring plan, and hazardous waste management plan.

USD also has a fire impression system and annual fire drills to ensure preparedness. Staff and the public also have access to AED and CPR trainings through the Wellness Center.

Annual number of recordable incidents of work-related injury or ill health:

81

Full-time equivalent of employees:

1,377

Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:

A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :

Injured employees fill out a First Report of Injury Form (FROI) within three days of the incident that details how, when, and where they got hurt. It also records the status and severity of the injury. The employee's supervisor also fills out a form and reviews it to confirm the employee account.

Both forms are then sent to the university's Safety Officer, Scott Pottorff, and the state capital. The state creates a worker's compensation claim number that the employee can use at the doctor and is recorded in the Human Resources department. The campus HR department also tracks the number of days away from work if an injury makes an employee temporarily unable to work.

Lastly, there is a return to work program that ensures the employee and supervisor are on the same page until released from any restrictions from the doctor.

Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:

5.88

Website URL where information about the occupational health and safety program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The number of annual work-related injuries is from 2021.

Innovation & Leadership

Innovation & Leadership

Points Claimed 0.00

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

stars.aashe.org University of South Dakota | STARS Report |

PREVIEW