Sustainability Assessment
of the University of Oregon

based on
Good Company's *Sustainable Pathways Toolkit*

Final Report

Report prepared by:

Good Company
435 Lincoln Street
Eugene, OR 97401

May 15, 2002

Contents

I. Introduction

Universities and colleges have broad missions and activities, as well as broad impacts and responsibilities. Every institution faces the challenge of meeting its core mission while participating responsibly in its community and in society as a whole.

We see this challenge as an opportunity for leadership. The University of Oregon has seized this opportunity in many ways. This report – an evaluation based on Good Company's *Sustainable Pathways Toolkit* – is a product of the University's commitment to sustainability.

This report is a snapshot of the University's progress toward sustainability. The findings showcase areas of both exemplary performance and potential improvement. The next section, Overview of Findings, provides concrete recommendations for how the University can reinforce its strengths and progress, and shore up key shortcomings.

Some shortcomings demand action. Others, however, reflect the constraints of our time: sustainability is a systemic problem that no single individual or institution can achieve alone without progress by the society as a whole. Indeed, we do not yet know what a "sustainable society" will have to look like. Nonetheless, individuals and institutions that understand the urgency – such as the University of Oregon's leadership, and many individuals in the campus community – must take the first steps.

In creating and disseminating the *Sustainable Pathways Toolkit*, Good Company provides a broad and integrated set of benchmarks for the social and environmental impacts of campuses. Our assessment (and its product, this report) gives structure and direction to the widespread movement to assess the impacts that campuses have on communities and the world. The *Toolkit* does not probe every possible variable; instead, it provides a solid, well-researched starting point for a comprehensive assessment that is streamlined and meaningful. Its target audience is the campus community in its entirety: administrators, staff, faculty, and students.

As this report rolls off the press, the University's faculty, staff, and administration are facing urgent challenges: the University's enrollment is at record highs, and budget cuts loom as the state deals with on-going fiscal challenges. But there are always urgent challenges at our doorstep. The on-going challenge is to build a vision for the long run – a vision that addresses important concerns before they become urgent.

Please join us as we assemble that vision and work toward a sustainable world.

Joshua Skov   April 30, 2002
Research and Development
Good Company
435 Lincoln St.
Eugene, OR 97401
(541) 341-GOOD
joshua.skov@goodcompany.cc

Benchmarking

A central goal of the *Toolkit*-based assessment is benchmarking. However, the University of Oregon is our first client. The University has gone where no institution has gone before, so there is no one else there. Thus, the current report is missing the benchmarking elements. As our pilot study continues and we amass comparison data, we will provide benchmarking reports to the University of Oregon.

We also aim to include the University of Oregon in future waves of our assessment; it is our expectation and goal that our evaluation will become a regular benchmarking exercise for many universities and colleges. This regular participation will provide valuable comparison data for all institutions.

Our goal is do annual or semi-annual assessments at participating institutions. We expect that early feedback from our pilot study will inform the structure of the assessment and timeframe of repeat work.

Accuracy

We gathered the information contained herein from numerous individuals (thanked below) over the course of several weeks. We take responsibility for all errors in understanding the data provided to us, and all errors in transcription or calculation. We do not, however, certify the authenticity of the data provided to us in its raw form. This assessment was voluntary on the part of the University of Oregon, so any false or inaccurate information, provided to us deliberately or in error, simply compromises the usefulness of the report. We ask all readers to contact us with corrections or perspectives.

Acknowledgements

Good Company would like to extend its gratitude to Dan Williams; his office funded this report, and he provided valuable guidance at early stages of the development of the *Toolkit*. We also thank the Business Alliances division of the Oregon University System for providing seed funding for our research. We are especially grateful to individuals who offered perspectives, input, and/or support at early stages: Christine Thompson, Chris Ramey, Dave Frohnmayer, Karyn Kaplan, Anne Leavitt, Bill Kasper, Amy Lake, and Kay Coots.

Last, we offer thanks to the many individuals at the University who cooperated with us as we conducted our assessment, and/or who offered feedback on the final draft of the report: Bob Beals, Kris Ansell-Bell, Andrew Bonamici, Mary Bradley, Mike Eyster, Sharon Fox, JR Gaddis, Alan Gidley, Michelle Gillette, Nick Glazener, Randy Hale, Carol Jones, Linda King, Tim King, Kurt Krueger, Tom Larson, Sara Leininger, Harriet Merrick, Deanna Miller, Dusty Miller, Rick Millhollin, Rhonda Morgan, Jay Namyet, Joan Nelson, Allan Price, Kelly Rasmussen, Josh Ruddick, George Scott, Alan Smith, Irene Smith, Rand Stam, Vicki Strand, Fred Tepfer, Lou Vijayaker, Bill Weiner, Maryanne Wherity, Nick Williams, and Nancy Wright. Our apologies to anyone we have unintentionally left off this list.

What does it mean to be sustainable? There is no definitive answer, but we begin this report by explaining how we measure campus progress in the direction of sustainability. In just two pages, this section briefly provides:

> ➢ A broad working definition of sustainability
> ➢ A description of how Good Company selects its indicators
> ➢ A note regarding our focus on vision and priorities

Defining Sustainability

Sustainability is a broad and complex concept with countless definitions. A good starting point is the most acclaimed definition, from the Brundtland Report of 1987, also known as *Our Common Future*:

> "Sustainable development is that which meets all the needs of the present without compromising the ability of future generations to meet their own needs."

So, from a campus perspective, what are our needs? We approach campus sustainability by addressing three areas: environment; human resources; and community and core function. The health of the natural environment is crucial to our own health and survival, and campus management and operations have a large potential footprint on local ecology. In addition, a university or college consists of people, so the health and well being of the campus users and workforce must be addressed. Last, we acknowledge that, beyond its people and natural environment, an institution must achieve its core functions while respecting the community in which it is located.

For some readers, this scope is a surprise: "sustainability" is more than "the environment". Instead, our assessment stems from a more integrated view of our relationships to the natural world, to each other, and to the institutions and communities of which we are a part.

The Selection of Indicators

To apply these notions of sustainability and assist campuses in finding a pathway to a sustainable future, Good Company has developed a set of indicators, the *Sustainable Pathways Toolkit*. This is a tricky process: choosing what to measure is a challenge of balancing the needs to look at what matters, to consider diverse factors, and to stay within the time and resource constraints of an assessment. Our work is guided by a few key ideas: meaningful, feasible and measurable.

Meaningful indicators capture major impacts around which there is broad consensus. In short, we target those factors that contribute most to the overall impact or footprint of an institution. Everything "matters" in some sense, but we cannot measure everything. Our focus on *meaningful* indicators is our attempt to select major factors and key proxies.

Ultimately, our assessment should lead to *feasible* action. This means that we target areas where campus stakeholders can realistically make a difference without prohibitive cost or effort. A particular long-run benchmark might not be immediately within reach, but all of our indicators address areas where an institution can potentially improve.

Last, our assessment goes after *measurable* indicators and impacts. To the fullest extent possible, we aim for clearly defined quantitative and qualitative measures. And while almost anything can be measured, our focus is on measurement that can be achieved with minimal cost and time.

Clearly, there is tension among these three principles; that is the balancing act of our assessment. For a more in-depth discussion of how Good Company selects indicators, please see the *Sustainable Pathways Toolkit: Technical Manual*, available on request from Good Company.

Vision and Priorities

No one achieves sustainability overnight; our goal, whether as institutions, as individuals or as a society, is to make progress in the right direction at the fastest pace possible, without compromising our other aims. This requires a balancing act between what is ideal and what is feasible, and the challenge of figuring out how to get things done.

But our predicament – that is, starting so far from any true place of sustainability – challenges us to another balancing act: between setting short-run priorities for action and maintaining a coherent long-run vision. The goal of our Toolkit is to provide both short-run stepping-stones and long-run targets, and we describe these to the best of our ability for each of our indicators. The specific paths for many indicators are still to be discovered – How can we achieve a closed-loop or zero-waste university? What kind of environmental policy should a campus have? How much energy is it okay to use, and from what sources? What benefits should a campus offer its employees? – and we do not provide final answers here. But the long-run target – that is, the vision – provides a compass for the journey.

Any document of this length and breadth can be misused, so we lay out a clear caveat here: Our recommendations are not a complete pathway to sustainability. Rather, they represent our suggestions for taking action now and preparing for action in the near future. We encourage the University of Oregon and all institutions of higher education to maintain a realistic focus on what can and should be done immediately, while keeping the long-run vision in focus.

Our findings consist of three sections:

- ➢ General observations
- ➢ General strengths
- ➢ Areas for improvement

The first two sections are covered briefly in order to provide context for the report, with the focus given to the areas for improvement.

General Observations

After almost 40 interviews, phone and e-mail contact with dozens of others (totaling approximately 45 total hours of University of Oregon staff time), we have come away with a few general observations about the campus. *These are not criticisms*; rather, each of these carries real and potential strengths and weaknesses.

Challenges facing auxiliaries	The campus auxiliaries that we examined – Athletics, Housing, the EMU, and University Printing – are fully or partially self-funded. As a result, they face special challenges that academic and support units do not. These constraints and incentives frame their perceptions of sustainability concerns.
Decentralization	The campus administration is highly decentralized, and there are many pockets of decision-making power and, accordingly, accountability on campus. Thus, several campus units with formal oversight or support functions – such as Environmental Health and Safety, University Planning, and Campus Recycling – have relationships with 'clients' that are based on guidance rather than hierarchical power.
Weak student role or presence in sustainability efforts	The widespread sustainability-related efforts on campus do not, in general, stem from student participation or student activism. Rather, these efforts appear to be largely the result of campus staff and administrators in a wide variety of campus units. Notable exceptions include the recent purchase of a solar array for the EMU by the student government, and the high recycling rate.

General Strengths

In addition to the neutral observations above, we see several general strengths that contribute in a general way to campus sustainability performance.

Campus support units	Several units stand out as particularly effective in boosting performance and facilitating progress throughout the campus. These include Environmental Health and Safety, Campus Recycling, and University Planning.

Widespread institutional ethic	There are many individuals among the University's staff and faculty who are addressing sustainability in ways that match their functions.

Although the decentralization of campus administration can be a barrier to addressing sustainability concerns, it appears to be a strength because of the many people who have the freedom to pursue progress in their jobs. Naturally, this generalization varies in degree for all individuals and campus units, but it is true in a significant number of cases. |
| **Clarity and authority of high-level goals and policies** | The University has important high-level policy statements, such as the Comprehensive Environmental Policy, the Sustainable Development Plan, and the Long Range Development Plan. More important, these documents appear alive and present in several areas of campus planning and operations. This is particularly impressive given the relative newness of certain documents, such as the Sustainable Development Plan.

Although there is room for improvement, these goal-setting documents are important and effective, and given current challenges, they provide relative focus and clarity. |

Areas for Improvement

There are several areas in which the University of Oregon can make improvements, increase efficiency, reduce risk, make a significant impact for little institutional or financial commitment, or seize a significant leadership opportunity. The findings are qualified with one or more of the following categories:

Impact Category	Description
Savings/Efficiency	The finding highlights an opportunity for financial savings and/or greater resource efficiency by the University's staff or management.
Risk	The finding describes a significant potential risk for the administration, the campus' finances, or the University as a whole.
Leverage	The finding describes a strong leverage point for a commitment – institutional, financial, or both – to maintain current performance, take on an emerging concern, or repair a current deficit.
Leadership	The finding shows an opportunity for significant leadership by the campus.

A note on priorities

The areas for improvement (next page) are listed in three categories:

- ➢ Highest priority
- ➢ Medium priority
- ➢ Future concerns

This ranking represents the feasibility of, importance of, and level of consensus around action in each area. Implicit or explicit recommendations from the full assessment text that do not appear here are, in our view, of lowest priority. *Please note: Any reader who cites this report should communicate the level of priority assigned to a particular observation or recommendation.*

Additional comments appear in the full assessment results, following the Areas for Improvement. Those comments that do not appear in this section – and appear only in the detailed assessment results (based on individual indicators) – are considered to have the lowest level of priority.

A call for collaboration

These recommendations are for the entire campus community, not just for the campus units that appear directly responsible for action. In other words, we hope that our focus on these items will lead individuals and groups on campus to help make these ideas possible, rather than simply demand change or complain about the status quo.

For example, there is considerable room for students and faculty to assist in the design, planning, and implementation of certain ideas – if they are willing to listen to and understand the concerns and constraints of others. Similarly, campus units such as Housing, Athletics, and the UO Foundation stand to gain enormously by harnessing the interest and intellect of concerned individuals in the campus community.

Areas for Improvement – Priority Levels and Impact Categories

Priority Level	Area for Improvement	Impact Category			
		Savings/ Efficiency	Risk	Leverage	Leadership
Highest priority	Improve communication and information for energy and water use				
	Use recycled paper for programs at athletic events				
	Charge for printing in Computing Center labs				
	Clear governance for sustainability issues				
Medium priority	Renewable energy purchasing				
	Insufficient support for ergonomic safety staff				
Future concerns	Food purchasing in Campus Housing				

Areas for Improvement (detailed descriptions)

Highest priority:

Savings/Efficiency Leverage

➢ **Improve communication between information-gatherers and user/managers (for energy and water use)**

Facilities Services and the large auxiliaries (Housing, the EMU, and Athletics) gather a substantial amount of information on energy and water use. At present, this information is not sufficiently organized for use as an effective management tool.

Although large parts of the University – especially Facilities Services and the EMU – have implemented significant improvements recently in the areas of energy conservation, there is still insufficient data-collection and processing for the information to provide clear guidance to administrators and staff. After the low-hanging fruit have been picked (e.g., installation of occupancy sensors and fluorescent lamps), only a solid information system will provide long-run gains.

There are additional opportunities at the grass-roots level. For example, there are almost no communication mechanisms to let students, staff and faculty know their energy and water use levels and impacts. Although the University is typical in this regard, additional long-run change will require behavioral changes by campus users. Since most campus users do not connect their actions with the environmental and health impacts of energy and water use, there is an opportunity to leverage decentralized individual action for cost savings and the greater good.

Good Company believes the University can increase efficiency and save money over the long run. This will take a commitment on the part of upper-level staff and administrators to develop coherent systems of information gathering and communication.

Leadership Leverage

➢ **Paper use for programs at athletic events**

UO Athletics prints over 40,000 programs for football, men's basketball, women's basketball, and various track and field events each year. These programs are made from virgin paper (i.e., the paper contains no recycled content).

Good Company perceives an opportunity for Athletics to make a strong and highly visible statement at a small cost. Its high-profile programs could be printed on 15% post-consumer recycled paper at an additional printing cost of only 10%, according to information provided by the subcontractor.

| Savings/Efficiency |
| Leadership |

> **Charging for printing in Computing Center labs**

Laser printing at the Computing Center labs is generally free to students. This divergence between true costs and the costs borne by the user both skews resource use and sends the wrong message about consumption.

The "technology fee" assessed to students has historically come with a promise of free printing. Good Company believes the University can increase long-run efficiency by implementing a fee-for-use system (even if it is subsidized in part by tech fee funds) that is more efficient, more just, and less costly than the current system.

Good Company also perceives an opportunity to communicate a valuable economic and environmental lesson to students: society functions better when individual decisions incorporate "good information" such as true costs.

| Savings/Efficiency |
| Leverage |
| Leadership |

> **Clearer governance for sustainability issues**

The leadership and coordination functions relating to sustainability are currently scattered throughout the campus. In some cases, the performance of one campus unit does not meet the standard set elsewhere on campus. In some cases, the viability of one unit's efforts is comprised by the lack of campus-wide coordination.

Good Company sees potential for improving governance in three specific areas relating to sustainability issues. We do not officially recommend the implementation of all three, but we choose to highlight them here because they represent, at the very least, problem areas that surfaced during the assessment. They are: (1) the structure of print charging (important enough to be addressed separately above); (2) the system of waste and recycling; and (3) the lack of a single position or committee with coordinating or decision-making authority over sustainability issues. We treat (2) and (3) briefly here.

<u>Integrated waste management</u>: The University could boost financial and sustainability performance by combining or more closely coordinating the campus' garbage collection and recycling operations. Currently, the artificial division between the two compromises the status of recycling, and it results in inefficient waste management for the numerous large events that take place on campus. (See the full description of indicator #4 below for a more thorough treatment of this issue.)

<u>A campus sustainability coordinator</u>: Several institutions of higher education, including the University of North Carolina-Chapel Hill and Portland State University, have created Sustainability Coordinator positions in an effort to promote collaborative and coordinated campus-wide efforts to take on inherently campus-wide challenges. Currently, the Environmental Issues Committee (EIC) serves part of this function, but only in an advisory role for the Vice President for Administration. A mandate for direct communication with and coordination of campus units would improve overall campus-wide sustainability performance.

Good Company perceives an opportunity for leadership and significant long-run cost savings through clearer sustainability governance. Changes of this kind will demand a significant administrative commitment, but with enormous potential returns.

12

Medium priority:

| Leverage
Leadership | ➢ **Renewable energy purchasing** |

The campus currently makes no special effort to purchase electricity from renewable sources such as wind power or certified salmon-friendly hydropower. Energy use is perhaps the greatest single human impact on the environment, and large institutions are well situated to take long-run action to move beyond energy efficiency and influence the composition of electricity generation.

Numerous universities (as well as some state governments, many private companies, and thousands of individuals) have begun to purchase premium-priced electricity from renewable sources, especially wind power. At universities, this has been the result of different sources of leadership, sometimes from the students (University of Colorado-Boulder, Connecticut College, Pennsylvania State University), and sometimes from the administration (Carnegie Mellon).

Good Company perceives an opportunity here, although it will probably involve some additional financial commitment in the short run.

| Savings/Efficiency
Risk
Leverage | ➢ **Support for ergonomic safety staff** |

Environmental Health and Safety currently has so few staff that it can devote only part of one staff member's time to ergonomic safety education and support.

Ergonomic injuries (including repetitive stress injuries, such as carpal tunnel syndrome) are the leading workplace hazard in the U.S. Given the rapid and recent growth in the use of computers, this will be an emerging problem, requiring new strategies from the University.

Good Company perceives a long-term risk that the University can address with a modest commitment to support ergonomic education and safety. A small increase in EH&S staff would increase education and safety efforts and reduce risk. This could provide long-run savings through reduced cost of health and disability insurance premiums, as well as decreased absenteeism.

Future concerns:

These issues do not represent significant shortcomings in the University's overall sustainability performance. However, there are options for action that would allow the University to demonstrate significant leadership.

<table>
<tr><td>Leverage
Leadership</td><td>➤ **Food purchasing in Campus Housing**</td></tr>
</table>

UO currently has no policies promoting the purchasing of locally or organically grown produce.

Good Company perceives an opportunity for the University to extend its good citizenship by supporting local and regional agriculture, e.g., through direct sourcing of fresh ingredients or the participation in Community Supported Agriculture (CSA) programs. There are ample opportunities for this sort of sourcing in the Willamette Valley and the Pacific Northwest.

Good Company recognizes that most food decisions by Campus Housing are appropriately driven by demand. Campus Housing faces financial pressures as an auxiliary and must respond to its 'clients'. Thus, this recommendation is a call to the campus community more generally, since any solution will require action and interest from outside of Campus Housing as well.
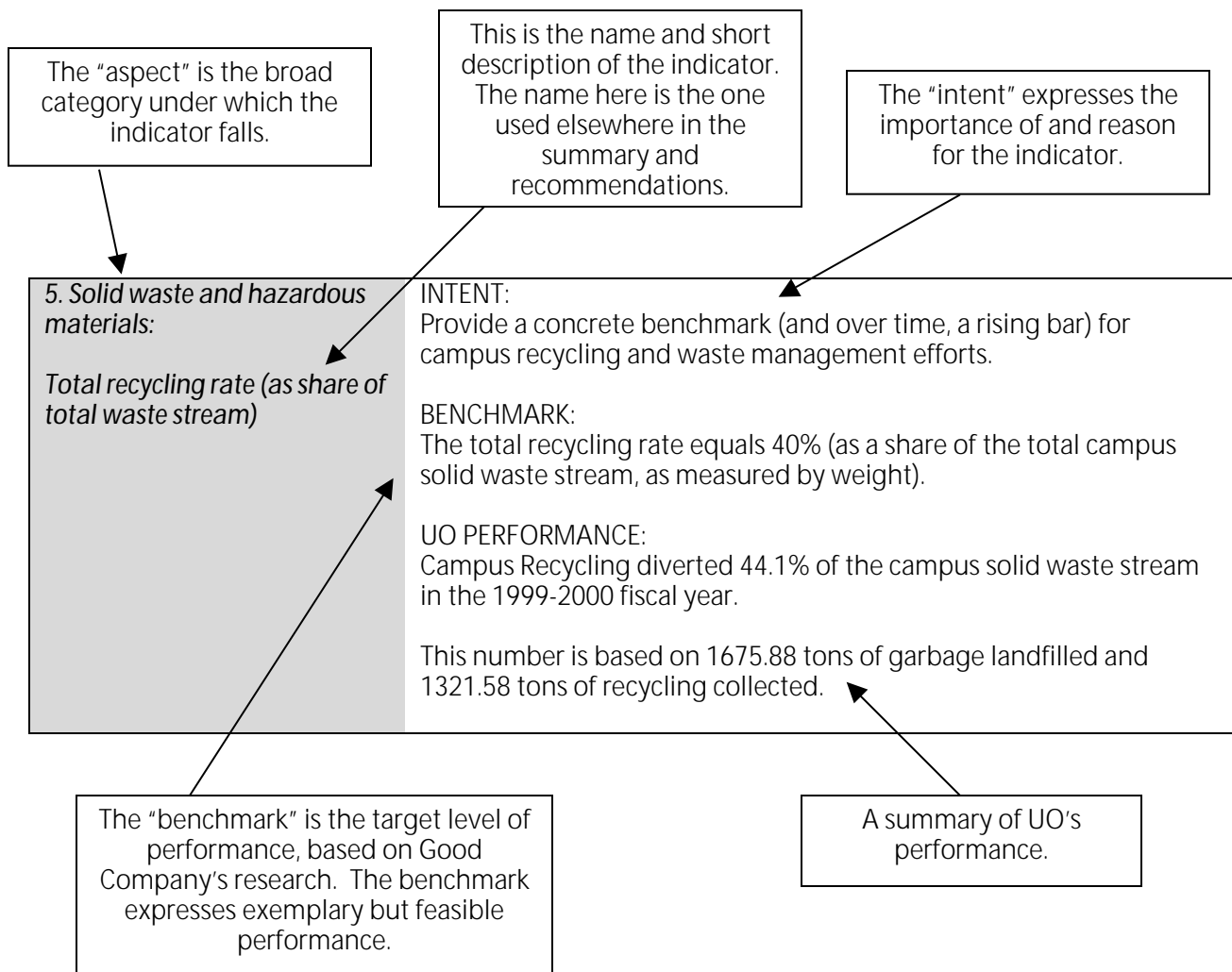
IV. Sustainable Pathways Toolkit assessment results

The following pages provide an indicator-by-indicator description of the results of the assessment of UO, including the Core Indicators and the Supplementary Indicators.

Indicators 1-12 address environmental concerns; indicators 13-16 address human resources; and indicators 17-20 address community and core function. There are also nine (9) miscellaneous Supplementary Indicators.

Road map to reading the indicator results

The chart below describes the format of the indicator-by-indicator assessment results. Those readers who are unfamiliar with the *Sustainable Pathways Toolkit* will want to take a moment to familiarize themselves with the flow of information in the presentation of each indicator.

The "aspect" is the broad category under which the indicator falls.

This is the name and short description of the indicator. The name here is the one used elsewhere in the summary and recommendations.

The "intent" expresses the importance of and reason for the indicator.

5. Solid waste and hazardous materials:

Total recycling rate (as share of total waste stream)

INTENT:
Provide a concrete benchmark (and over time, a rising bar) for campus recycling and waste management efforts.

BENCHMARK:
The total recycling rate equals 40% (as a share of the total campus solid waste stream, as measured by weight).

UO PERFORMANCE:
Campus Recycling diverted 44.1% of the campus solid waste stream in the 1999-2000 fiscal year.

This number is based on 1675.88 tons of garbage landfilled and 1321.58 tons of recycling collected.

The "benchmark" is the target level of performance, based on Good Company's research. The benchmark expresses exemplary but feasible performance.

A summary of UO's performance.

Core Indicators

(Indicators 1-12 address the Environment)

1. Resource use: *Campus Energy Intensity (scaled)*	INTENT: Encourage energy efficiency. BENCHMARK: Total energy use for heating, cooling, and electricity does not exceed 125 MMBtu (millions of British Thermal Units) per Scaled Campus User (SCU) per year. The formula for SCUs is a weighted average of the different kinds of users (resident students, enrolled students, and all employees, including staff, faculty, and student employees). Since UO is the first assessment, we do not yet have benchmarking data, so the coefficients used below are estimates. The benchmark figure is based on research, but using available data that did not include the same level of detail as this report. For these calculations, we used the two different sets of weights, both relative to a value of 1.0 for resident students. The results appear below, with the energy use figure for the University. UO PERFORMANCE: Using the two weights, we found a range of SCUs:

Campus user group	Calculation A Weights	Calculation B Weights
Resident students	1.0	1.0
Employees	0.25	0.4
Enrolled students	0.15	0.25
SCUs (2000-2001)	5,240	7,141

Calculation B assumes more energy use by daytime campus users, especially employees, relative to resident students. These two sets of weights produce a range of energy use per SCU:

Weights used:	MMBtus per SCU (Benchmark: 125)
Calculation A	150.1
Calculation B	110.1

These two numbers put UO in the neighborhood of the estimate based on Good Company's research. As more campuses join our Pilot Study, we will have more precise comparisons.

2. Resource Use:	INTENT:
	Encourage efficient water use.
Campus Water Intensity (scaled)	
	BENCHMARK:
	Water use does not exceed 105 gallons per scaled campus user (SCU) per day for residential and non-athletic campus facilities.
	[See the discussion of SCUs and benchmarking in the previous indicator.]
	UO PERFORMANCE:
	The following calculations use the same set of weights as in the previous indicators:

Weights used:	Gallons per day per SCU (Benchmark: 105)
Calculation A	91.8
Calculation B	67.3

The weights for Calculation B allow for more water use by daytime campus users, especially employees, relative to resident students. These two sets of weights produce a range of water use per SCU that is in the neighborhood of our estimates, based on research of residential and business use of water.

These figures incorporate all water use from the following activities and facilities: all showers and bathrooms in campus housing; food service in housing and the EMU; and all bathrooms in all academic and administrative buildings.

These results pose the same issues as in the previous indicator – more benchmarking data are required before we can draw specific conclusions about the campus' overall performance.

3. Resource use: *Monitoring process for energy and water use*	INTENT: Ensure that the university is informed of its own energy and water use practices. BENCHMARK: This process indicator has two components: • There exists a reporting process that collects all energy and water use data and costs on a regular and on-going basis (intervals of no more than three months). • All major buildings are metered for electricity and water use. (This shall be interpreted to include all buildings with more than 10,000 square feet of floor space AND, where it is feasible to calculate, enough buildings to account for no less than 80% of total campus electricity use.) UO PERFORMANCE: In general, Facilities Services and campus auxiliaries gather data on energy and water use regularly. The large majority of campus buildings are metered separately (more than 86% of both gross and assignable area). However, the information is not generally gathered or assembled in a way that is effective for management purposes. In general, Facilities Services collects comprehensive data for relatively disaggregated units (individual buildings, small groups of buildings, or separately managed areas of campus). Campus auxiliaries have a more varied record: Erb Memorial Union tracks and monitors energy use on a monthly basis; Housing gathers detailed data for on-campus housing but no information on off-campus housing (for which it does not pay energy and water bills); and Athletics is more scattered. Unfortunately, even the information-gathering by Facilities does not translate seamlessly into clear management tools. For example, Housing's year-end reports provide cost information for energy and water use, but no information on raw data (kWh, kilo-gallons, etc.). Since energy prices fluctuate from year to year, cost information fails to show trends in use. Water use receives much less attention than energy use. There appears to be less information gathered and less general accountability and management attention for water use. Energy and water use monitoring is an area in which the campus clearly faces challenges as a result of its decentralized nature. The campus appears to be in transition, and many relevant staff members (though not all) appear aware of these issues, and are taking steps to improve monitoring. Some spaces (in Athletics, for example) are newly metered, and thus hold promise for raising awareness among decision makers.

4. Solid waste and hazardous materials: *Recycling infrastructure*	**INTENT:** Provide the infrastructure to make recycling convenient for campus users. **BENCHMARK:** Provide widespread recycling infrastructure for all major recyclables (cans and bottles, cardboard, newsprint, office paper). Locations that need infrastructure: • Campus buildings with 10,000+ square feet of floor space • Computer labs with printing facilities • Dormitories and residence halls • Outdoor areas of high use (especially food courts) **UO PERFORMANCE:** Recycling infrastructure at UO is pervasive outdoors, in academic and administrative buildings, and in housing. Additional programs support the reuse and exchange of office supplies and furniture. Campus Recycling provides extensive recycling and reduction information through its web site. Regular collection bins allow users to recycle glass, plastic, aluminum and other metal, and newsprint. All computer labs have special recycling bins for office paper and mixed paper. The ROSE (Reusable Office Supply Exchange) and Furniture Exchange programs relocated nearly $130,000 worth of furniture and supplies during the 1999-2000 academic year alone. A campus listserv facilitates these exchange activities. Both Campus Recycling and Environmental Health and Safety provide extensive information on and assistance with recycling a wide range of special materials, from batteries and compact disks to fluorescent bulbs and video cassettes. The most conspicuous, high-volume garbage-creating events on campus are the five or six home football games each year, but there is no recycling process or infrastructure for these events. Attendance at a football game leaves behind 3-5 tons of garbage in just three hours; this means that 1% of the annual waste stream happens in just five autumn afternoons. A two-game study by Campus Recycling showed that recyclables made up 28-48% of the waste (depending on the breadth of recycled items). The study demonstrated that Athletics could achieve a recycling rate roughly equal to the campus as a whole with modest effort and minimal cost. As mentioned in the recommendations, there is potential to improve overall recycling by coordinating or combining garbage and recycling into a single process of "waste management". This could raise the recycling rate of high-volume garbage-creating events, such as football games, commencement ceremonies and the Folk Festival.

5. Solid waste and hazardous materials:	INTENT: Provide a concrete benchmark (and over time, a rising bar) for campus recycling and waste management efforts.
Total recycling rate (as share of total waste stream)	BENCHMARK: The total recycling rate equals 40% (as a share of the total campus solid waste stream, as measured by weight).
	UO PERFORMANCE: Campus Recycling diverted 44.1% of the campus solid waste stream in the 1999-2000 fiscal year. This number is based on 1675.88 tons of garbage landfilled and 1321.58 tons of recycling collected.
	Note: This calculation does not include hazardous materials, which represent a *qualitatively* significant component of the waste stream but a *quantitatively* tiny share of the waste stream (by both weight and volume). Hazardous materials are treated in indicators 6 and 7.

6. Solid waste and hazardous materials: *Hazardous materials handling*	INTENT: Encourage campuses to meet often-neglected federal guidelines for the handling and disposal of hazardous wastes generated by campus operations. BENCHMARK: The university has an official policy for hazardous materials handling and disposal, as well as comprehensive records of disposal (that are routinely provided by companies that provide such disposal services). UO PERFORMANCE: UO's Environmental Health and Safety (EH&S) manages a series of pro-active efforts to reduce the campus' costs and risks from hazardous materials and hazardous waste. EH&S monitors **Integrated Pest Management (IPM) practices** campus-wide. EH&S has begun to track all pesticide use, and is well situated to meet recently passed Oregon guidelines for pesticide reporting. EH&S also runs the **Chemistry Reuse Facility**, a program that takes unwanted chemicals from labs and connects them to other lab users, avoiding premature disposal and saving thousands of dollars. This program, consisting of an on-line database, serves such departments as Chemistry, Physics, and Molecular Biology. In the past year, campus labs used the Chemistry Reuse Facility about 150 times, saving an estimated $4,500-6,000 in direct purchase costs (not including avoided disposal costs). EH&S' **program for computer and electronics waste disposal** (see Indicator 7 for more detail on computer hardware) significantly reduces the University's long-term risk associated with improper hazardous waste disposal. Currently, most CRTs (i.e., monitors) are sent directly to landfills, although they contain levels of lead that qualify them as hazardous waste. As EPA enforcement in higher education continues to tighten, pro-active institutions such as UO will be ahead of the curve. In 2001, UO diverted 78 *palettes* of electronics and computer waste (including printers, modems, fax machines, cell phones, etc.); over time, this significantly lowers the university's risk from improper disposal.

7. Solid waste and hazardous materials: *Computer hardware purchasing and disposal*	INTENT: Promote an ethic of – and create the infrastructure for – life-cycle accounting for the use of computer hardware, an important segment of durable purchases. BENCHMARK: The university has policies and processes for (1) purchasing energy-efficient information technology hardware and (2) providing disposal and salvage options for campus users and members of the immediate community. UO PERFORMANCE: Like any public agency, the University has guidelines and procedures that govern the purchasing, disposal and resale of computer hardware and other products. Although these rules can be constraints, the campus is making a strong and successful effort to reduce its environmental impact in this area. Disposal: • UO recently began a periodic and highly successful "computer harvest" that has culled hundreds of unused monitors, CPUs, and other surplus electronics from academic and administrative buildings and campus housing. Plans by Environmental Health and Safety to run the "harvest" one or twice per year will provide the campus community with an effective disposal process. In the year ending May 2002, the program culled 550 usable monitors and 550 usable CPUs, and diverted (from landfills) 7,167 pounds of "dead" monitors. Purchasing: • The Business Affairs Office, in coordination with groups of purchasers and manufacturers of computer hardware, is working toward various options for environmentally informed purchasing. Possibilities include computer take-back programs, and efficiency that exceeds Energy Star performance standards. Business Affairs also works closely with the State government, whose rules govern key aspects of procurement and property disposal in public higher education.

8. Paper: *True-cost print-charging*	INTENT: Encourage efficiency by communicating the true costs of paper use to the end user. BENCHMARK: Campus printing facilities charge for printing from computers. UO PERFORMANCE: The majority of the campus' high-volume printing facilities available to students do not charge. A few publicly accessible locations sell Venda-cards for printing and photocopying. The main venues for student printing on campus are the labs run by the Computing Center and Knight Library. A few locations such Knight Library (which has separate funding and administration) and the labs in Lawrence, Klamath and Onyx (which are publicly accessible) charge 10 cents for printing and 7 cents for photocopies. The Computing Center does not charge for printing in its large student-only labs (Grayson, Millrace, and the EMU). Free printing is funded by a "technology fee" assessed automatically to all students. The dialogue surrounding printing funded by the tech fee is an obstacle to reducing unnecessary paper use. Students have come to feel that they pay for the right to have unlimited printing.

9. Paper: *Paper use and purchasing*	INTENT: Use campus leadership – and the power of large buying units – in basic purchasing policies to encourage markets to provide recycled paper products. BENCHMARK: Campus paper purchasing encourages the following: • Use of recycled-content and totally chlorine free (TCF) paper wherever technically and financially feasible (especially where inexpensive alternatives are widely available, such as bathroom tissue) • Purchasing of some recycled-content materials by including recycled content as a purchasing criterion. • Some quantitative target for the weighted average (by value or by volume) of recycled content in total paper purchases. • Use of recycled-content and TCF paper wherever possible by university printing services. UO PERFORMANCE: The main venues of office paper consumption (for laser printing and photocopying) use 30% post-consumer recycled paper as a default, and 100% post-consumer for a significant minority (up to 25%) of uses. Virgin paper appears to be rare in academic and administrative units, and is available mainly by request from University Printing or by order through separate purchasing units. A significant use of virgin paper is the printing of athletic programs for football and basketball games. Paper purchasing is somewhat decentralized, though University Printing and its EMU shop, the Computing Center and its labs, and Knight Library's printing and copying stations account for the lion's share of printing and copying. (Campus units should purchase from University Printing whenever possible; this would ensure the use of recycled content.) Athletics (which outsources the production of its programs) does not stipulate the use of recycled paper. Chlorine-free bleaching is not formally an issue in paper purchasing for any major paper-purchasing campus unit. All bathrooms stocked by Custodial use 20% post-consumer recycled paper for bathroom tissue and hand towels. This is an important step in the right direction, but Custodial could source higher post-consumer content without compromising quality or significantly raising cost.

10. Campus Operations and Design: *Monitoring process for custodial chemical use*	**INTENT:** Encourage on-going assessment of the chemicals used in campus-wide custodial operations. **BENCHMARK:** A monitoring and management process exists to assess needs for each chemical-intensive custodial product. This process must consider toxicity, downstream impacts, and worker safety, as well as cost. **UO PERFORMANCE:** Facilities Services, through its Safety Trainer for custodial services, screens all new chemicals to keep toxicity as low as possible. The Safety Trainer articulated clear goals for the program, such as eliminating the use of unnecessarily strong cleaning chemicals, and eliminating bleach to the fullest extent possible. Custodial services regularly tries new non- or less toxic alternatives in order to reduce the overall health and environmental impact of the products it uses. Since the creation of the Safety Trainer position and the existing decision-making processes, the number of cleaning chemicals in use has fallen from more than 125 to fewer than 50.

11. Campus Operations and Design: *Low-impact grounds maintenance (chemical and water use)*	**INTENT:** Promote alternatives to pesticide and herbicide use and the overuse of water in the maintenance of the built campus landscape. **BENCHMARK:** The campus demonstrates significant improvements over conventional pesticide-, herbicide-, and water-intensive procedures in the maintenance of landscaping. **UO PERFORMANCE:** Facilities Services' Exterior Team's practices reduce chemical and water use well below conventional practices. The Exterior Team has a thorough Integrated Pest Management (IPM) plan, conducted with the support of Environmental Health and Safety. Non-toxic chemical substitutes include a biodegradable pesticide made from corncobs. Annual expenses for chemicals have been $1,200-1,800 over the past three years. The Exterior Team currently does not meter irrigation water separately, though the estimated use is 16 inches per year for the 140.5 acres (approximately 61.043 million gallons, or 34.8% of annual water use). The campus is installing a weather-sensitive Maxicom irrigation system over the next five years; when fully implemented, the system will reduce irrigation water use by 30-70%.

12. Campus Operations and Design: *Infrastructure and incentives to reduce transportation impact*	INTENT: Create transportation opportunities that reduce environmental impacts (such as air pollution and greenhouse gas (GHG) emissions) and spillover costs to the campus surroundings (such as traffic and parking congestion). BENCHMARK(S): The university addresses transportation issues by: • implementing appropriate strategies to reduce transportation impacts; • engaging in long-term planning that takes account of the environment and the surrounding community; and • gathering relevant data on campus infrastructure, use of various transportation modes, and the spatial distribution of campus users. UO PERFORMANCE: The University does comprehensive and long-term planning and has a diverse set of strategies to address transportation issues. In particular, strategies used by the campus include: • Free bus passes for students, staff and faculty • Ample bicycle parking and other bicycle infrastructure • Car parking with unsubsidized pricing • Integrated housing-transportation strategies • Carpooling incentives (under-utilized) • Guaranteed ride home plan • Flexible parking passes Parking is a self-supporting unit (i.e., car use is therefore not subsidized through general funds). University Planning has gathered some data on campus user transportation patterns, and other local entities have done some survey work, but the data are not gathered on a regular basis or in a consistent way over time. Funds, staff time, and the breadth of other responsibilities are clear constraints to carrying out deeper surveys.

(Indicators 13-16 address Human Resources)

| 13. Employee Health and Safety:

Ergonomic safety	INTENT: Create safe workspaces. Pursue this end by informing and empowering employees' evaluation and adaptation of their workspaces to individual needs and constraints. BENCHMARK: Demonstrate concrete action in the following areas: • Information resources available to employees • Employee training on ergonomic safety Where feasible, include the following: • Employee design and implementation of ergonomic solutions • Employer process to address and control ergonomic problems UO PERFORMANCE: Environmental Health and Safety (EH&S) makes available a pamphlet on ergonomic safety with video display guidelines. EH&S also produces a "Workstation Assessment Form" for users to assess their own workspaces. EH&S also trains individuals in various departments throughout campus to act as diffuse sources of information and assistance. There is no significant monitoring, assessment, or training program that reaches a large percentage of campus employees, much less students. EH&S does not provide any ergonomic safety information on its web site. These shortcomings are understandable given the resources available to address the issue: ergonomic safety is the part-time responsibility of a single staff person at EH&S.

14. Employee Health and Safety: *Indoor air quality (IAQ)*	INTENT: Protect indoor environmental quality, which is paramount in workplace quality and employee health. BENCHMARK(S): Environmental Health and Safety (EH&S) requirements and standards include several of the following: • Ventilation systems have mechanisms for adjustment by users • Regular evaluations and maintenance improvements • IAQ monitoring process/procedures for certain well-known indoor air pollutants/contaminants • Standards for airflow/mixing of fresh/outdoor air. UO PERFORMANCE: Environmental Health and Safety (EH&S) responds to emergency problems and does on-going monitoring of "sick building syndrome" in some of the older campus buildings. EH&S takes a preventive role in preserving IAQ by giving input on which chemicals are used for pest control inside and near buildings. EH&S also occasionally requests optional "non-compliance inspections" to find problems before they become compliance issues.

15. Employee benefits: *Core benefits for permanent employees*	INTENT: Ensure that all employees and their families have health care and other fundamental benefits. BENCHMARK: There are three components to the required core benefits: • *Individual benefits* • *Family/partner benefits* • *Education benefits* UO PERFORMANCE: Benefits for individuals and families are generally good. The benefits mirror but are no longer tied tightly to benefits for state employees. The collective bargaining agreements between University and the unions operating on campus provide progressive partner benefits, and faculty and staff can take courses for much-reduced rates. All employees – including faculty, administrative and academic, janitorial, and food service staff – receive benefits as full time employees (see next indicator for details for part time employees).

28

Final Report
Good Company © 2002

16. Employee benefits:	INTENT:
Pro-rated benefits for part-time employees	Ensure that part-time employees with extended employment at the university enjoy benefits that are commensurate with their work, given those benefits extended to full-time employees. BENCHMARK: Provide pro-rated medical benefits for part-time, non-tenured employees whose contracts or employment with the university last longer than three (3) months. UO PERFORMANCE: The University provides benefits for a significant share of employees working less than full time. Regular ("classified") staff are eligible for benefits with at least half time employment. Full faculty that are employed at least half time receive full benefits. Instructors (a distinct classification) that are employed at least half time for at least three months become eligible for benefits. Staff and faculty that work less than half time do not receive benefits. The collective bargaining agreements between the University and the unions on campus are important elements in maximizing coverage for the employees at the University. For example, the restrictions on the category of "temporary employees" and the rules surrounding "intermittent employees" both reduces the amount of temporary employment and institutionalizes the recurring short-term employment relationships so they receive reasonable benefits.

(Indicators 17-20 address Community and Core Function)

17. Curriculum content: *Curriculum for environmental studies*	INTENT: Encourage universities to provide courses that educate students on many aspects of sustainability. BENCHMARK(S): • The university has an Environmental Studies program or its equivalent, receiving general funding that establishes its on-going presence and independence (i.e., not simply external grant funding). • It is possible to meet certain distributional requirements for undergraduates by taking Environmental Studies courses or their equivalents. UO PERFORMANCE: UO has a large Environmental Studies program with undergraduate majors in Environmental Studies and Environmental Science, as well as MA and Ph.D. programs. These majors are just two of 77 available to undergraduates, but they enjoy around 1000 credit-hours of exclusive coursework per quarter (approximately 0.5% of all undergraduate credit-hours). Additional core courses are drawn from biology, chemistry, physics, and geology, with additional courses that count toward the major in diverse departments such as anthropology, history, geography, and political science. The graduate programs are also highly interdisciplinary. Note: Good Company's assessment does not cover all coursework and research relevant to sustainability issues. UO has numerous graduate-level programs and research institutes of relevance. Our focus, however, is on opportunities for focused study, especially for undergraduates.

18. Campus Community and Beyond: Campus body for addressing environmental issues or sustainability issues	INTENT: Encourage universities to invest resources in – and vest authority with – a campus body devoted to sustainability or environmental issues in order to create policy and provide leadership. BENCHMARK(S): The university has a designated body, preferably one involving diverse campus stakeholders, for providing input to the administration on sustainability issues or environmental issues. UO PERFORMANCE: The UO Environmental Issues Committee (EIC), formally established by the President's Office in 1991, is an advisory body that reports to the Vice President for Administration. The EIC has staff, faculty, and student participants. It has no official authority. While the EIC has provided an important organizational tool for developing policy, it lacks formal structure and formal rules for participation. Although it enjoys somewhat diverse participation, it is neither a representative body nor a broadly cross-functional one, and student participation has been minimal. Furthermore, the committee has no official administrative status, other than reporting directly to the Vice President for Administration.

19. Campus Community and Beyond: *Formal campus environmental policy or sustainability policy*	INTENT: Encourage universities to take a coherent and explicit leadership role on environmental issues. BENCHMARK(S): The university has an explicit environmental policy or sustainability policy, with some sort of institutionalized mechanism for the policy's revision and implementation. UO PERFORMANCE: The University has excellent policies that support and guide (even if they do not mandate) more sustainable practices in a variety of contexts. A shortcoming is the lack of explicit treatment of human health and safety issues. A sub-committee of the EIC recommended the creation of the Comprehensive Environmental Policy, which was issued in 1997 by the Vice President for Administration. An important extension of this is the Sustainable Development Plan, issued by University Planning in 2000. These documents address sustainability in a broad manner – including energy and water efficiency, solid waste, hazardous waste, and numerous aspects of campus design and planning. These policies set a tone for environmental stewardship for the campus as a whole. They constitute a "higher authority" to which individuals can appeal in collective decision-making. However, like all high-level policies that do not have accompanying rules and regulations, they rely on concerned individuals to invoke them.

| 20. Campus Community and Beyond:

Long-term plan for campus development and construction | INTENT:
Encourage universities to plan over a long time frame in areas such as construction, housing, and transportation.

BENCHMARK:
The university has a long-term plan (with a time horizon of at least 20 years, as well as updates at five- or ten-year intervals) that incorporates detailed plans, forecasts, and guiding development criteria for areas such as construction and renovation for buildings and open spaces, housing, and various modes of transportation.

UO PERFORMANCE:
UO's Long-Range Campus Development Plan articulates clear goals and parameters for the development of the campus as a physical space. It is truly comprehensive, is reviewed and amended regularly, and guides the vast bulk of campus development. The recently adopted Sustainable Development Plan articulates sustainability principles as they relate to the Long-Range Plan.

The Long-Range Plan is a living document with an on-going time-frame; it has a biennial review process that ensures its continued relevance. It integrates concerns about the surrounding community, and frames virtually all construction and development.

It appears that the Sustainable Development Plan will have a strong guiding effect on campus development. Nonetheless, it is worth noting that this plan, like all policies articulated and issues by University Planning, can in some cases be superceded by other forces, such as the independent actions of campus auxiliaries or special projects with independent donors. |

Supplementary Indicators

Good Company's on-going research to improve the *Toolkit* – and to provide a more thorough snapshot of a campus – looks beyond the current core indicators. The Supplementary Indicators below represent most of the current directions for additional research. There are several reasons that an indicator or issue is only "supplementary" at this stage and not yet in the core *Toolkit*:

- Low level of consensus around the issue
- Difficulty in defining technologies and strategies
- Difficulty in defining benchmarks, especially the long-run target

Supplementary Indicators
S-1. Purchasing policy for wood used in construction
S-2. Renewable energy purchasing policy for grid-electricity purchases
S-3. Low VOC paint
S-4. Stakeholder involvement in new construction
S-5. Extended benefits and employee assistance programs (EAPs)
S-6. "Green chemistry" curriculum and policy for chemistry IAQ
S-7. Labor policy for campus licensing
S-8. Investment policy for endowment funds
S-9. Food procurement and disposal by campus food service units

| *S-1. Campus Operations & Design:*

Purchasing policy for wood products | INTENT:
Promote the purchasing of certified sustainably harvested wood products in campus construction.

BENCHMARK:
Wood purchasing must prioritize wood from preferable sources, i.e. wood certified by legitimate certification schemes.

UO PERFORMANCE:
The University has no formal policy that encourages, requires, or provides resources for purchasing sustainably harvested wood products for campus construction projects, furniture, or other applications of wood products.

This issue will become more important and actionable in the near future. In the follow-up work based on Oregon Governor Kitzhaber's Executive Order 00-07, the Sustainable Suppliers Council recommended the specification of certified wood in state government purchasing for furniture in the short run. This executive mandate should also remove concerns about the "political" nature of such purchasing criteria. |

S-2. Energy:	INTENT:
Renewable energy purchasing policy for grid-electricity purchases	Encourage institutions to use the marketplace to promote renewable energy. BENCHMARK: • A fixed percentage or amount of electricity purchases from renewable sources (wind, salmon-safe hydroelectric, geothermal, solar, etc.) • A target percentage for future years, or a schedule for a transition A typical starting target percentage is in the range of 5-20%. UO PERFORMANCE: UO does not currently make any special efforts to purchase electricity generated from renewable sources such as wind power or certified salmon-friendly hydropower. This issue is both less and more pressing given UO's circumstances. On the one hand, the generation mix of the local utility, Eugene Water and Electric Board (EWEB), consists in large part of hydropower, or wholesale electricity purchased from utilities that have high shares of hydropower in their respective generation mixes (and thus lower greenhouse gas impacts). On the other hand, EWEB offers a wind power program in which UO could easily participate by paying a premium (whose proceeds support the construction of a wind power facility). In the long run, UO's support for this program could help EWEB establish windpower purchasing and thereby guarantee a more stable, lower-impact energy supply. The student government (ASUO) decided recently to give $100,000 toward the purchase and installation of photovoltaic (PV) solar panels for the roof of the student union building, the EMU. While the power generated will be a small fraction (about 10%) of the electricity used in the EMU, the symbolic value of this commitment by the student leaders is enormous. This project is still underway.

S-3. Campus Operations and Design: Low VOC paint	INTENT: Encourage the replacement of toxic paints with non-toxic alternatives. BENCHMARK: • Seek low VOC paints • Include low VOC paint as a preferred alternative in requesting materials for construction and renovation projects. UO PERFORMANCE: UO has purchased low VOC paints for the past 10 years. Facilities Services staff are aware of chemical sensitivity issues among individuals in the campus community, and this concern motivates the use of low VOC paint.

S- 4. Campus Operations and Design: Stakeholder involvement in new construction	INTENT: Promote the inclusion of user groups in the planning and design of new campus construction. BENCHMARK: The planning processes that guide new construction on the campus include formal steps for involving groups of end users for construction projects. UO PERFORMANCE: The Procedure Guide, created by the Planning Office, articulates clear guidelines for involving future building users early in the design process for new construction.

S-5. Employee benefits: Extended benefits and employee assistance programs	INTENT: Promote the quality of life of employees, and assist employees in integrating their work and non-work lives. BENCHMARK: Provide the following options for employees: • Work-family programs • Flexible work arrangements • Child care or day care • Professional development and training • Health-promotion and wellness programs • Legal aid • Resource and referral services • Medical plans that cover alternative medicine UO PERFORMANCE The University provides a wide range of extended benefits in several of the categories listed above for many employees. A partial list includes: • Work-family programs: seminars, support groups, and other family-focused employee support. • Flexible work arrangements: flextime, job-sharing, telecommuting, and compressed workweek. • Child care or day care: on-site child care centers, subsidies for child care, and before- and after-school programs. • Resource and referral services for child care and elder care The University received a 2000 Award from the social service non-profit Families in Good Company (not to be confused with Good Company of Eugene, the firm preparing this report) for its human resource practices.

| S-6. Curriculum content:

"Green chemistry" curriculum and policy for chemistry IAQ | INTENT:
(a) Build awareness and skills of chemistry students to include environmental issues as they relate to chemistry.
(b) Policy and process to address Indoor Environmental Quality (IAQ) in organic chemistry laboratories.

BENCHMARK(S):
The university's Department of Chemistry has policies to address the following concerns:
(a) Chemistry education typically involves the production of toxic materials, far beyond what is necessary from a pedagogical standpoint.
(b) Outdated laboratory equipment can raise students' exposures to toxic outputs, especially in organic chemistry courses.

UO PERFORMANCE:
The UO Department of Chemistry has a pioneering Green Chemistry curriculum and launched a new graduate-level program in Green Chemistry this academic year (2001-2002). Numerous professors (7-8) explicitly incorporate Green Chemistry concepts into their teaching. The Department's program and graduate students have won numerous awards in the past several years.

Several laboratories recently underwent renovation with new fume hoods, reducing students' chemical exposure.

Note: Although Good Company's assessment generally avoids the specifics of academic and research units, this supplementary indicator is intended to capture chemistry's impact in generating hazardous waste and in teaching fundamental science to students in a wide range of disciplines.

Additionally, in many laboratory courses, the judicious selection of experiments and materials that can lower waste generation and toxicity while preserving or even enhancing the educational experience. |

| S-7. Campus Community and Beyond:

Labor policy for campus licensing | INTENT:
Encourage campus leadership to demonstrate a commitment to a long-term process of addressing labor rights in developing countries.

BENCHMARK:
Participate in one of the existing groups currently pursuing labor monitoring and labor standards for garment manufacturing. The campus must at least be a nominal participant, but deeper participation in the on-going process is necessary to push real change.

UO PERFORMANCE:
The University administration has issued a clear policy on the labor practices of manufacturers of licensed products. In key details, the policy is virtually identical to the codes of conduct of such high-profile organizations as the Fair Labor Association (FLA) and the Worker Rights Consortium (WRC).

Although the University has withdrawn from membership in the WRC, the care and prominence of policy on this issue places it ahead of the mainstream (the combined FLA and WRC memberships total fewer than 250 institutions, out of more than 3,000 four-year colleges and universities nationwide).

Further progress on this issue will require changes in the industry's practices, motivated by non-industry stakeholders, especially those with bulk purchasing power such as institutions of higher education.

NOTE: Good Company considers this issue to have a lower priority than any of the recommendations listed under Areas of Improvement in the Overview of Findings. This judgement is based on our understanding of the University's overall impacts on society and the environment. |

| S-8. Campus Community and Beyond:

Investment policy for endowment funds | INTENT:
Use campus financial strength to demonstrate a commitment to a long-term process of addressing social and environmental issues in the marketplace.

BENCHMARK:
Articulate values and criteria (in addition to bottom-line concerns) to guide endowment investment policy.

UO PERFORMANCE:
The UO Foundation – the body in charge of investing the University's endowment funds – has no formal policy or informal practices that examine or screen investments based on the social and environmental performance of the companies in its portfolio. |

S-9. Food service:	INTENT:
Food procurement and disposal by campus food service units	Reduce food waste and increase local purchasing by food service units on campus.
	TECHNOLOGIES/STRATEGIES:
	Develop policies and programs to:
	• Purchase locally produced food wherever possible
	• Purchase certified organic and fair-trade foods
	• Reduce food going to waste by partnering with local soup kitchens and other food recovery programs
	• Reuse food waste through composting
	UO PERFORMANCE:
	Food Services currently has no policies or programs to support local or organic purchasing. Packaging is not an issue that is examined, though containers are recycled whenever possible. Food Services participates in local food rescue programs. Food Services is participating in a City of Eugene pilot program to test a variety of composting methods.